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ABSTRACT

In order to gain a better understanding of the user's needs for information, the National Commission on Libraries and Information Science developed a series of regional hearings. The regional hearings are to: (1) provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission, (2) foster an understanding of the role and progress of the work of the Commission, and (3) submit recommendations and plans to early criticism and review by those who will be affected. This document contains the written testimony of the witnesses at the Atlanta hearing. The transcript of the oral testimony is LI004375 and other testimony is LI004377. (The Chicago Regional Hearing is available as ED068143 through 068145 and the San Francisco Regional Hearing is available as LI004372 through 004374). (NH)

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NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

PUBLIC HEARING:

Atlanta Regional Hearing:

Written Testimony of Atlanta Witnesses

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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U. S. Courtroom 318,

Old Post Office Building,

Atlanta, Georgia

Wednesday, March 7, 1973

LI 004 376

JEANNE HINES - REPORTER
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Washington, D.C. 20008
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NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

SUITE 601 • 1717 K STREET, N.W. • WASHINGTON, D.C. 20036 • TELEPHONE (202) 382-6595

FREDERICK H. BURKHARDT
Chairman

CHARLES H. STEVENS
Executive Director

SCHEDULE OF WITNESSES

7 March 1973

Patterns of Organization/Technology

8:00 a.m.	-	Porter Kellam, Director University of Georgia Libraries Athens, Georgia	Southeastern States Survey (see Anders' testimony)
8:15	-	E. G. Roberts, Director of Libraries Georgia Institute of Technology Atlanta, Georgia	National Library/Computer Network
8:30	-	Ruth Atwood, Director Information Referral Center University of Louisville Library Louisville, Kentucky	Cooperation & Technology
8:45	-	James F. Jones, Assistant Director Technical Processes Florida State University Tallahassee, Florida	Bibliographic Control
9:00	-	OPEN	

Legal and Financial Support for Libraries

9:15 a.m.	-	Donald Sager, Director Mobile Public Library Mobile, Alabama	Political Boundaries as Barriers
9:30	-	Margaret Willis, State Librarian Kentucky Department of Libraries Frankfort, Kentucky	Revenue Sharing
9:45	-	Janet Smith, Director Highland Rim Regional Library Murfreesboro, Tennessee	Effects of Financial Constrictions on Regional Service
10:00	-	Enid M. Baa, Director of Libraries & Museums Government of the Virgin Islands of the U.S. Department of Conservation & Cultural Affairs	Revenue Sharing and Categorical Grants

Andrew A. Aines • William O. Baker • Joseph Becker • Harold C. Crotty • Carlos A. Cuadra • Leslie W. Dunlap
Martin Goland • John G. Kemeny • Louis A. Lerner • Bessie Boehm Moore • L. Quincy Mumford • Catherine D. Scott
John E. Velde, Jr. • Alfred R. Zipf

10:15 a.m.	-	OPEN	
10:30	-	Emily Payne, Director Tri-County Regional Library Rome, Georgia and Tom Murphy, Speaker, Pro Tem Georgia House of Representatives Atlanta, Georgia	State Aid for Libraries (no written testimony)
11:00	-	O. M. Wellslager, Jr. Administrator, Area Development Department of Commerce Tallahassee, Florida	Problems of Distributing Technical Information to Developing Communities and Companies (Will bring written test.)
11:15	-	Edward W. Ransdell Field Engineering Supervisor Mississippi Authority for Educational Television Jackson, Mississippi	Cable and Educational Television

User Needs

1:30 p.m.	-	Margaret Elder, Consultant Mississippi Library Commission Jackson, Mississippi	Users, Determining their Needs
1:45	-	William Clontz, Inmate Montgomery County Correctional Institution Mt. Vernon, Georgia	Prisoners (no written testimony)
2:00	-	James B. Nelson, Director Cabell County Public Library Huntington, West Virginia	Appalachian Poor
2:15	-	Louise Gerrard, Executive Director West Virginia Commission on Aging Charleston, West Virginia	Aged
2:30	-	Eloise Groover, Administrator Department of Education Educational Media Tallahassee, Florida	Elementary and Secondary School Aged Children
2:45	-	OPEN	

3:00 p.m.	-	Mary Louise Creech, Student East Carolina University Greenville, North Carolina	College Students
3:15	-	Casper Jordan Assistant Professor for Library Service Atlanta University Atlanta, Georgia	Black Academic Libraries
3:30	-	Annette Phinazee North Carolina Central University Durham, North Carolina	Blacks
3:45	-	Hsiu-Yun Keng, Librarian Whitten Village Clinton, South Carolina and Vinton Smith, Director Education and Training Services Whitten Village Clinton, South Carolina	Mentally Retarded
4:00	-	Philip Ogilvie, Administrator North Carolina State Library Raleigh, North Carolina	Rural Population
4:15	-	OPEN	

Adequacies and Deficiencies

4:30	-	Edward Sintz, Director Miami/Dade Public Library System Miami, Florida	Non-Traditional Learning
4:45	-	Frances Kaiser, Head Department of Library Instruction Georgia Institute of Technology Atlanta, Georgia	User Instruction in Academic Libraries
5:00	-	Laura Ebaugh Greenville, South Carolina	Adequacies and Deficiencies of Local Libraries

Human Resources

5:15 p.m.	-	Elizabeth Beamguard, Director Alabama Public Library Service Montgomery, Alabama	Personnel
5:30	-	Mildred Mason, Corporate Librarian Reynolds Metal Company Richmond, Virginia	Personnel

GEORGIA INSTITUTE OF TECHNOLOGY
PRICE GILBERT MEMORIAL LIBRARY
ATLANTA, GEORGIA 30332

OFFICE OF THE DIRECTOR

January 24, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries
and Information Science
Suite 601, 1717 K Street, N.W.
Washington, D. C. 20036

Dear Mr. Burkhardt,

As Chairman of a Sub-Committee on Automation of the University System of Georgia's Regents' Academic Committee on Libraries, I forward the enclosed statement of endorsement by that group of a regional library center as testimony in support of a national library network.

Thank you for your consideration.

Sincerely,

E. G. Roberts
Director of Libraries

EGR:es

Statement of Regents' Committee on Libraries, University System of Georgia
to the National Commission on Libraries, January 19, 1973

At a meeting held on Friday, January 19, 1973, Macon (Georgia) Junior College of the Regents' Academic Committee on Libraries, University System of Georgia, I was instructed by the Committee (1) to notify the National Commission on Libraries and Information Science of the Committee's unanimous endorsement of the multi-state southeastern regional library processing center proposed and authorized by the Association of Southeastern Research Libraries November 3, 1973; and (2) to recommend to the National Commission on Libraries and Information Science that the highest priority be given to the support of the southeastern and other regional centers as units of a developing national library network.

Attached are a brief statement which presents the background and arguments for the southeastern library network, and a copy of the "agreement to participate" in it.

The Regents' Academic Committee on Libraries is composed of the head librarians of the twenty-nine state supported institutions of the University System of Georgia. The University System includes the University of Georgia, Georgia State University, Georgia Institute of Technology, the Medical College of Georgia, twelve four year colleges, and thirteen junior colleges.

E. G. Roberts, Chairman
Automation Sub-Committee
Regents' Academic Committee on Libraries
University System of Georgia

SOUTHEASTERN LIBRARY NETWORK

The Association of Southeastern Research Libraries (ASERL), on November 3, 1972, unanimously authorized the establishment of a multistate southeast regional library processing center using the highly successful Ohio College Library Center (OCLC) as a model. OCLC is currently providing centralized cataloging service for 49 state and private academic libraries in Ohio plus groups of libraries in Pennsylvania, New York, New England and a consortium of predominately black schools in the south. Through telephone lines linking participating libraries to the computer in Columbus, Ohio catalog cards are produced and mailed to the libraries. Programming is currently underway to provide similar services for ordering new books and serials and for maintaining various financial, order and inventory files.

The successful OCLC system offers the first real opportunity for libraries to lower unit operational costs through cooperative and shared automated effort. Lower unit costs are made possible by:

1. Sharing the costs of systems development selected or designed for efficient library operation.
2. Sharing the costs of hardware selected or designed for library application.
3. Sharing the services of the limited number of persons experienced in library data processing.
4. Sharing the costs of the creation, transcription to machine form, and editing of bibliographic records which may be used by a large number of libraries.
5. Sharing the costs of machine storage of huge files of bibliographic records.

A cost study at Dartmouth College showed that full cataloging per title including card catalog production costs $2.76 ($.72 local costs + $2.04 shared costs of OCLC system). Using OCLC Dartmouth has been able to reduce its cataloging staff 10 E.F.T. positions. Ohio libraries report similar staff reductions and savings to Ohio libraries have been estimated at $400,000 annually. As other functions are automated using the same facilities, the unit costs for cataloging will drop and additional savings in other activities will be realized.

Direct service benefits result also:

(1) Interlibrary loans are facilitated.
(2) Acquisition decisions and agreements can be made based on knowledge of the holdings of the cooperating libraries.
(3) Books are processed faster.
(4) Many special purpose listings (new lists, subject bibliographies, catalogs, etc.) can be produced in printed or microfiche (COM) form.

The Association of Southeastern Research Libraries has proposed that those academic libraries wishing to participate pay a membership fee of $1,000 or (if greater) one percent of its expenditures for books and other library materials in 1971/72 to be used for the development of the center. An anticipated time of 18 months is projected, after the appointment of a director, before the center would be fully operational. The center will probably be a project of the Southern Regional Education Board (SREB).

SOUTHEASTERN LIBRARY NETWORK

AGREEMENT TO PARTICIPATE

Conditions:

(1) The southeastern library network will be patterned after the Ohio College Library Center.

(2) To become a participant in the southeastern network, an institution must send two signed copies of this agreement to the Chairman of the Association of Southeastern Research Libraries by February 15, 1973. The Chairman of the Association of Southeastern Research Libraries will countersign this agreement and return one copy to the participating institution.

(3) Each participating institution will pay to the Association of Southeastern Research Libraries by August 30, 1973 the greater of these: (a) one per cent of the total spent by the institution's libraries on books and other library materials (including microforms) during fiscal year 1971/72; or (b) $1000.00.

(4) On call by the Chairman of the Association of Southeastern Research Libraries, representatives of all participating institutions will meet sometime after February 15, 1973 to organize as a non-profit corporation, or as an agency of the Southern Regional Education Board, or in such other manner as a majority of the representatives may choose. Other normal organizational business may be transacted immediately or later: election of officers; adoption of rules and bylaws for the governance and control of the organization; determination of criteria for admitting additional member institutions; planning budgets and financial support, including grant proposals to governmental and private sources; the employment of a network director and staff; and the inauguration of technical studies to select the best location for the center based on the distribution of the institutional participants and on other relevant factors.

(5) In the event the library network organization is not consummated for any reason, it is agreed that all payments without interest will be returned to the institutions which made them.

(6) In the event the organization of the participating institutions as outlined in (4) above is realized, the Chairman of the Association of Southeastern Research Libraries will begin the transfer to the new organization of such funds as have been collected from participants. When such transfer of funds has been completed (no later than August 30, 1973), the Association of Southeastern Research Libraries will terminate its official and corporate connection with the network organization.

In accordance with the above conditions, _____ agrees to
(name of institution)
participate in the organization of a southeastern library network and will pay by August 30,1973 to the Association of Southeastern Research Libraries this amount $_____.

Signature: _____

Typed name: _____

Title: _____

Date: _____

For the Association of Southeastern
Research Libraries: _____, Chairman

Please return to:

National Commission on Libraries
and Information Science
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

Please check the following as they apply to you:

[✓] I shall submit written testimony for the official record as soon as possible.

[ ] I do not plan to submit written testimony.

[✓] ~~I plan to be present at the regional hearing~~. One of us will be present.

[ ] I do not plan to be present.

[ ] _____

I recommend that you contact the following person(s) to obtain written testimony for the official record: (Name, position or title, complete address, telephone number, include area code, please)

_____

_____

_____

_____

From:

Name E. G. Roberts, Director of Libraries

~~Position or Title~~ Arthur T. Kittle, Associate Director of Libraries

Address Georgia Institute of Technology

City/State Atlanta, Georgia 30332

Telephone (Area Code) (404) 894-4510

GEORGIA INSTITUTE OF TECHNOLOGY
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OFFICE OF THE DIRECTOR

January 24, 1973

Testimony on Library and Information Services to
the National Commission on Libraries and Information Science:

E. G. Roberts, Director of Libraries
Arthur T. Kittle, Associate Director of Libraries
Georgia Institute of Technology
Atlanta, Georgia 30332

A National Library Network

You have asked for brevity and concentration. Consequently, we have selected that area which should provide the greatest benefit to both library operations and information users, namely the development of a national library/computer network. The model on which such a network can be based has been operating successfully for more than a year. We refer to the Ohio College Library Center. Regional groups in New England, the mid-Atlantic states, the Southeast, and other areas are moving rapidly to replicate the OCLC system. These groups need support now. Interest is high but sufficient financial resources may not be available in many libraries. The infusion of adequate funding at this time to these cooperating regional centers can do much to insure the orderly and efficient development of a national network - composed of several regional centers. Prompt development of a national network is clearly in the national interest since the benefits will accrue rapidly throughout the entire library/information complex. Some of these benefits are:

(1) large scale bibliographic control over the nation's information

resources with a rapid communications capability making possible effective resource development and sharing on local, state, regional and national levels.

(2) centralized library processing providing on-line shared cataloging (already operational), serials control, acquisition and circulation control systems.

(3) great impetus to the standardization of bibliographic records on a national and international level.

(4) opportunities for effectively interfacing the computer and microfilm technologies.

(5) large scale reduction in unit costs to libraries for the above mentioned operations. The automation of library processes coupled with the shared use of library resources offers the most promising means for reducing the rate of increase in library costs.

The Ohio College Library Center has provided a successful model. The OCLC system offers a tremendous opportunity for libraries to lower their unit costs through cooperative and shared automated effort. Lower unit costs are made possible by:

(1) sharing the costs of systems development selected or designed for efficient library operation.

(2) sharing the costs of hardware selected or designed for library application.

(3) sharing the services of the limited number of persons experienced in library data processing.

(4) sharing the costs of the creation, transcription to machine form, and editing of bibliographic records which may be used

by a large number of libraries.

(5) sharing the costs of machine storage of huge files of bibliographic records.

The several efforts modeled on OCLC deserve encouragement and funding to get them into operation in short order. We strongly urge the National Commission on Libraries and Information Science to make every effort to encourage appropriate federal programs and funding to assist these emerging regional efforts to get started and thereby lay the foundation for a strong national library network.

A Southeastern Regional Library Center

For example, in the Southeast the Association of Southeastern Research Libraries has initiated a replication of the OCLC system which would serve academic libraries in a ten state area. Approximately one hundred libraries have in principle endorsed and approved the development of the center. The Southern Regional Education Board is working closely with and assisting in the development. Institutions, most of which are currently in a financial bind, are being asked to commit substantial funds to finance the staffing, equiping, and operating the center. This effort like most cooperative efforts vitally needs financial support now to insure its successful inception. Seed money is essential at this time. The investment of federal funds in the next two year period should produce dramatic results for libraries in this entire ten-state area.

Georgia Tech's Application of the Computer and Microfilm Interface

The options open to a library with a machine readable cataloging base offer many opportunities for faster and more efficient service to users. Georgia Tech, for example, is particularly interested in interaction between the computer and microfilm technologies as a means of extending library services.

For a year the Georgia Tech Library has been operating a program which provides dispersed bibliographic access and physical document delivery through the use of multiple copies of microfiche catalogs. The Georgia Tech program features a microfiche catalog divided into two sections. Part one contains the author-title, subject, and serial holdings, including all entries filed in the card catalog through September 1971. Part two, produced by the Computer Output Microfilm process as a supplement to part one, is updated, recompiled and reissued bimonthly. The user never has more than two files to search. The total catalog which corresponds to a book catalog on microfiche has been placed in all academic and research departments of the institution for use by faculty and graduate students. Daily delivery of requested documents (books, copies of articles) is made to all departments. After nine months of operation a large majority of library service to the faculty is provided through the microfiche catalog and delivery service. The experiment is successful by any reasonable measure but its real significance is due to its low cost. The entire operation for the first year, including filming (basic files and supplements, each in 50 copies) 42 readers, and delivery will cost approximately $16,000. Costs for the second year are anticipated to be $7,000. Any library with a

machine readable data base can with a similar program greatly extend its service capabilities outside the library building quite economically.

Summary

This is a brief statement but it speaks to four of the six goal/priorities listed by NCLIS. Primarily it deals with the improvement of library activities and services through better use of available computer technology. The interface of computer and microfilm techniques touches largely on an economical extention of user's services. To establish regional and national networks large cooperative units must be devised. New patterns of organization are inevitable. The ASERL plans for a Southeastern center picture a hundred or more academic libraries working in concert with a substantial savings of library manpower cost to the cooperating institutions. The interaction of each of the six goal/priorities is most evident in that area we have spoken to and consequently has the widest potential for dramatic improvement in American library operations and service. We urge the serious attention of the National Council on Libraries and Information Science.

Louisville Information Referral Center
University of Louisville
The Library
Belknap Campus

January 25, 1973

The Referral Center at the University of Louisville has two areas of responsibility that generate great interest in your Commissions goals and activities. We are the project agent for cooperative work that the library engages in with other libraries in the area and in the state; and we are attemping to provide technical information to University faculty and students and to the business community. We have been running Chemical Titles directly here for almost 3 years, and have tried with meager success to run ERIC tapes.

We are tremendously interested in the use of computer data banks as a means of obtaining and disseminating scientific information. One major problem that we see is the enormous proliferation of these expensive bases. We are interested in most of them, but alas, do not have sufficient users or funds to justify actual running of the bases at the university. Our frustrating experiences with ERIC have proven that we do not have the resources necessary to program anew what was a poorly planned and badly executing software package. There is considerable interest not only in our faculty, but also in some municipal government agencies in using the Psychological Abstracts data bases but we do not have funds or sufficient questions to justify operation of that base directly at our computer facility. We would recommend strongly that an effort be made to have on-line query similar to Medline available for a variety of data bases through regional facilities. We can foresee use of Chem Condensates, Engineering Index, Pollution Abstracts, etc, if we could hook on to them on line at a fairly reasonable rate.

Secondly, we see a need for help in making the public aware of their needs for information. It is difficult to put a price tag on the value of information. Many industrial libraries have closed in this area in the last few years as research was cut back. It is almost impossible to assess the impact of lack of information on the long range vitality of a business. In an area where profit governs activity, this inability means failure of business to properly utilize informational services. We feel that one of your tasks should be studies, not only on the existence and operation of information services, but even

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Louisville Information Referral Center
University of Louisville
The Library
Belknap Campus

more, studies on how to influence the public to use them.

Thirdly, we have been tremendously impressed with the success of cooperative programs that have borne fruit in the last few years. We have produced a variety of Union Lists of Serials, the largest being the Kentucky State List. We have a microfilm data base produced cooperatively in the Kentuckiana Metroversity and the Louisville Free Public Library. This resource is being made available through a TWX network to libraries all over the state. Both these projects have been made possible by the financial assistance and administrative support of the state library. These programs are now in jeopardy because of the withdrawal of federal funding.

Frankly, we would prefer to deal directly with the state if funds could be channeled that way rather than through the very large federal offices. Federal regulations are of necessity, more restrictive and inflexible. In many areas, the effort necessary to write grants and report on them costs almost as much as the grant received. We certainly do not advocate fiscal irresponsibility, but we would welcome less cumbersome and rigid regulations and longer range funding. We have observed great waste due to short term funding, when all of the grant funds must be spent within a fairly brief period, and much more efficient use could be made if a longer spending was allowed.

In the last few years in this community there seems to be a growing conviction that the future development of library services must be through cooperative effort. The immense flood of printed and non print materials, the space problem and shortage of funds and staff have compelled librarians to engage in mutual efforts. This trend would be greatly accelerated by a national interlibrary loan coupon system, administered either by the Library of Congress or the American Library Association. All libraries in this state are continually having difficulties paying for photocopy interlibrary loan charges due to the small amounts of money involved, and the bookkeeping efforts of the larger lending institutions cost almost more than the money collected. A coupon system good for all libraries in the country similar to government document order coupons would greatly alleviate this problem. Smaller libraries could buy blocks of coupons and larger libraries could turn in excess coupons for cash periodically.

An even more significant help could be rendered by the establishment of nationally recognized standards for libraries

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that would emphasize the efficiency of services rather than the mere numbers of volumes, irrespective of what volumes they are. Presently, a library with a large collection that is almost never used is regarded as a better library than one that has a smaller collection that is heavily used. We must look forward to better communication, nationally assisted production of regional data bases such as are springing up with OCLC, OCLC SOUTH, FAUL, NELINET, etc., and the establishment of libraries whose goal is not more and more books but better and better service to the users.

(Mrs.) Ruth Atwood, Director

RA/mca

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THE FLORIDA STATE UNIVERSITY

TALLAHASSEE 32306

ROBERT MANNING STROZIER LIBRARY

September 29, 1972

Mr. Charles Stevens
Associate Director for Library Development
Project Intrex
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139

Dear Mr. Stevens:

This letter takes advantage of the openness to suggestions and comments which I am sure is the attitude of the National Commission on Libraries and Information Science. I understand there are soon to be hearings; perhaps the following suggestions may be entered into the deliberations.

Most of the library networking and computerization efforts (on all but housekeeping chores) have recognized, even if tacitly, that complete control over the literatures of all fields is not just an ideal, but an eventual basic element in the solution of our information problems. If we can agree that this is true, may I suggest that for the next decade or two, the following two programs would be the most useful direction we could take:

(1) The establishment of a series of bibliographic centers charged with the duty of bringing the literatures of distinct fields under control. The product of this work would be printed indexes of the literatures of each field, consisting of a basic set of volumes including the literature from its beginning until a cut-off date of, say 1970, and supplementary cumulated volumes issued periodically for the literature since that time.

(2) The establishment of a National Microform Cataloging Center, the product from which would be a printed catalog of all works placed in complete form on one of the microformats, to include location symbols and to be updated by succeeding editions.

As there is no question but that these projects would represent monumental efforts, there is also no question of their potentially immense value. Some arguments for them as a course of action follow.

The bibliographic centers proposed in (1) above would assume to a centralized work force effort now being wasted by countless individuals in their searches. The assumption of this effort to the centers would free the researchers and scholars for the most efficient use of their talents. In spite of the fact that the fields vary in size and complexity as well as in closeness of relation

to one another, it is necessary that a center be devoted to only one field or a group of very closely related fields in order to most cleanly overcome the difficulties of semantics in indexing. Our best example to date is the responsibility assumed by the National Library of Medicine for medical literature. The heretofore unmanageability of publishing such large projects has been lightened by the capabilities of the computer to replace the typesetting and revising formerly done manually.

Regarding suggestion (2) above, most academic libraries hold tens and hundreds of thousands of works within various series on microformats which do not, and never will, show in their card catalogs. The reason is that their sheer numbers and the ease with which they are acquired is too much for any individual catalog departments to cope with, even though the works themselves are potentially as valuable and important as those that show in the card catalog. The proposed printed catalog would obviate the need for cataloging of any micromaterials in any library and soon become known by scholars as a location tool not only for their own collection, but for outside sources as well. The catalog and the indexes of the fields are complementary tools, each serving a whole purpose of fundamental importance to information control and making each local library more self-sufficient as means of choosing and finding materials for any piece of research. Some of the expense for this project should be contributed by the micromaterials industry, as they are certain to benefit.

Networking in which ineffectual centers are connected together and computerization of partial literature controls produce only limited results, most of the time with a minimum of authoritativeness. It must be remembered that, bibliographically speaking, partial anything is a compromise which obligates the searcher to proceed in ignorance of the completeness of what he has, or to dig further. In our scattered attempts at literature control we are working on the eighth and greatest wonder of the world, but not systematically, and without the muscle needed to finish the work. If any organization could set us in the right direction, it seems that a national commission of the United States would be that organization.

That part of our world which is concerned with information and its accessibility will be following your activities with a great deal of interest.

Sincerely,

James F. Jones
Assistant Director for
Technical Processes

JFJ/dk

701 Government Street

PUBLIC MOBILE LIBRARY

Telephone 433-0484

Mobile, Alabama 36602

January 18, 1973

Honorable Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K. Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

I appreciate this opportunity to submit written testimony to the commission regarding problems experienced by the Mobile Public Library system in providing service to users.

Political boundaries often serve as a barrier to effective library service support. As the Director of a city and county library system, whose jurisdiction is bounded by the Mississippi state line to the west, and whose jurisdiction is one county away from the Florida state line on the east, I am deeply concerned that information and resources are often barred to the user.

I can observe in Mobile a situation which may not be unusual in these days of improved transportation. A Mobilian is just as likely to shop in Pensacola, Florida, work in Gulf Port, Mississippi and perhaps take his family to dinner at Antoine's in New Orleans.

Developing adequate library service when a high percentage of one's clientele is not only from another suburb, city or county, but from another state in this highly mobile age is difficult. A six block drive from our main library will put you in another county. Our bookmobile has stops a footstep away from Mississippi. You can step out the back door of one of our branches into a developing suburb with its own library system. If we discuss a book on one of our television programs, we are just as likely to receive a reserve for it from Florida or Mississippi, as well as Alabama, for our programs are cabled over 3 state area. We provide a visual reference service which permits the public to request information for delivery over a cable television channel; however, the cable television firm has extended its network across the city limits into the suburbs and even into another county.

Interstate highway systems, electronic communication and the patterns of shopping and employment have combined to form a serious threat to the logic of local support of library service.

The point is that the separate jurisdictions contain people who need information, and we happen to the the nearest large public library. We have a choice of providing it and letting the city pick up the bill, or erecting a whole series of barriers, most of which are not very effective. To cite one example, each year we write off approximately $15,000 in books which are carried into Florida, Mississippi or some other jurisdiction outside our city or county. If you charge non-resident fees you run into the difficulty of establishing a fair rate. What is fair? $1.00, $5.00, $25.00, $100.00. To a student using our Special Collections Division for a school assignment even $1.00 is too much. To a person looking for a book which is out-of-print and obtainable nowhere else even $100.00 would be reasonable. What is the price of information and ideas? In the final analysis there is no answer. Information and ideas are the fuel of American industry and intellectual life.

Yet, if you do not erect barriers you will have a difficult task at budget time. Justifying increased support for an institution which is likely to experience substantial usage by people outside the jurisdiction of the taxing authority is hopeless.

But there is something wrong where a society is so organized that people are denied help and assistance because they happen to reside on the wrong side of the city limit sign.

I am certain there are a few public libraries in the United States which are not faced with this problem. I have cited Mobile because it is my city. I would suspect the problem is much more serious in New York, Chicago, Cincinnati, or anywhere a large library exists amid a web of intersecting state, county, city and suburban boundary lines.

I would propose that the commission give serious thought to the creation of a federal system of libraries, especially for those institutions which are large enough to have regional responsibilities. When we conceive of our larger libraries as true national resources, the proposal should not be that radical. We have a national park system to provide Americans with open space and recreation, and to insure these areas are forever preserved and adequately developed. Why should we not have of a similar system to insure Americans have access to information and intellectual enrichment, and to insure these facilities are preserved and developed. Surely there are precedents which would support this concept.

The time is not far off when we will exhaust our natural resources. We are already at a stage where the raw materials for many of our industries come from overseas. We have become aware of our balance of payments deficit. We will not be the richest nation in

the world in terms of industrial resources forever. As time passes, I believe we will come to realize that perhaps our best resource, and one of most lasting value, will be the technological, managerial and creative knowledge this nation acquired. Let us hope we have learned how to preserve it and make it accessible.

That is, in essence, what our libraries are for.

Respectfully submitted,

Donald J. Sager
Director

DJS/dk

S T A T E M E N T

A great deal of time and effort has been spent in Kentucky developing Public Library and Bookmobile service during the past fifteen years. The funding has always been low, but has gradually increased as the years past, from Federal, State and local sources.

The first year (1957) funded by the Library Services Act brought $40,000 to Kentucky.

Last year Federal funding reached $927,000 for many different kinds of services - for Public Libraries, Bookmobiles, Libraries in State Institutions, and Libraries for the Blind and Physically Handicapped, for Interlibrary Cooperation between all types of Libraries, and for construction or remodeling of a small number of Library buildings.

This year the President has cut Federal funding for this program by 43% (to $503,000) in Kentucky, making it necessary to cut books and materials for everyone, Bookmobiles for the isolated and disadvantaged, equipment, library buildings, special projects for the disadvantaged and the aging, and staff necessary for careful planning for the future.

In rural areas in Kentucky, there is no other agency to which people of all ages may turn for interesting programs on current problems, for pleasant recreation, for information, for a continuing education, for intellectual stimulus, for practical help, and for referrals to the proper agency when in need.

The basic books and other materials in these Libraries are very carefully selected by trained Librarians at the Department of Libraries. As a result, Public Libraries participating in the State Program are jewels for otherwise seriously disadvantaged citizens. These Libraries are active, friendly havens for everyone. Their close connection with the Headquarters Library at Frankfort makes it possible for anyone anywhere to get answers to unusual questions or all kinds of books not found in local Libraries.

Films and resources for local programs in rural Libraries were enjoyed by 230,911 viewers last year! (These figures do not include the use of films in the Louisville Public Library.)

Kentuckians borrowed almost 12 million books last year from Public Libraries!

There is no doubt that considerable progress has been made in Library and Bookmobile service in Kentucky, because of Federal and State funds. Ninety-one counties are participating in the State Program, but 15 counties still have no Public Libraries or Bookmobile service!

108 Bookmobiles are serving the people of Kentucky, but with no Federal funds, purchases of Bookmobiles and books will have to be curtailed.

The thrust for effective interlibrary cooperation will be crippled without Federal help. The Department of Libraries' Book Catalogue, which is in every local Library, is Federally funded. The program is doomed without additional funds. It has been considered to be unusually successful in taking the larger Headquarters Library to the counties.

State agencies needing cataloguing of specialized Libraries are now receiving free professional cataloguing from the Department of Libraries. With no Federal funds, this cooperative type of service will be impossible, after necessary cuts in staff take place.

Is it fair to have modern library buildings in come counties and none in others? To stop construction in the middle of a program is peculiar, to put it mildly. The annual cost has always been quite low. (Last year it was $165,893 for Kentucky.)

Most counties have contributed their share through the passage of local taxes. These funds can provide basic local operating funds, but they are not sufficient to develop quality service through regular collections of the best books and other media, through professional help, through educational programs, through Bookmobile purchases, through library construction, through scholarships for further education of Librarians, through effective interlibrary cooperation, and through additional special programs to pre-school children, to the aging, the disadvantaged, the isolated, the blind, the physically handicapped and the institutionalized. These programs are important to a good life. They must not be allowed to die.

Margaret Willis
State Librarian
Kentucky Department of Libraries
Box 537
Frankfort, Kentucky 40601

HIGHLAND RIM REGIONAL LIBRARY CENTER
2102 MERCURY BLVD.
MURFREESBORO, TENNESSEE

A Service Agency of
Tennessee State Library and
Archives

January 25th, 1973

TO: National Commission on Libraries and Information Science

FROM: Janet Smith, Director

SUBJECT: Testimony

In preparing this testimony, I have assumed that you wished my views as based on 17½ years experience in the field of library service as a Bookmobile Librarian, Assistant Regional Librarian and currently as Director of the Highland Rim Regional Library.

Elaborate plans, outlines which adequately define needs and establish goals, the expression of dreams by librarians, library boards and patrons for improvements in service, materials, and facilities are worth so little if funds are not available to lift these good intentions from the printed page and put them into practice. For the most part during the last few years, I, as a Librarian, have been so concerned with the problems of current operational budgets caught up in the whirlpool of rising cost and insufficient increased funding that little time or energy has been left for determining goals to be accomplished in the years ahead. Yet, I realize that we can not stand still and that we must look ahead or stagnate. Thus I have tried to plan ahead optimistically.

In working with my counties it has been my philosophy to build well with what is available and to let expansion keep pace with what can be done on a firm foundation. We have used rating sheets to determine strengths and weaknesses of the individual libraries. With this accomplished the boards and I decided what could be done within local budget and staff limitations. We also determined what

specifically needed to be done by the Regional Staff and work was scheduled accordingly. All library collections were inventoried, weeded and refurbished. Technical problems were solved and local staffs received training and supervision in maintaining and using materials to a better advantage. Small budget increases from local governments were used to expand basic collections and to provide longer hours of service. Additional Regional books were placed in the library. During one year we were able to select special permanent loan books for each library to fill in gaps in the basic collections. By up-grading salaries, personnel with some college training were employed and inservice training sessions dealt with specific areas in depth.

By 1962 the level of service and materials had made the library more important in the community and physical facilities began to improve. Since 1962, 8 new and 2 renovated buildings have been opened for library service at the local level. Of these 6 have been made possible through total funding by local governments and privately contributed funds, 4 have been made possible from Title II LSCA funds with one receiving supplemental Appalachian Funds. All have successfully secured increased operational funds to extend hours, up-grade salaries and benefits, and increase the size of the staffs. The eleventh building is awaiting obligation of matching Federal Funds from LSCA Title II.

During this time, the Region has tried to improve services available from its staff and to find ways to better supplementing book needs of the individual libraries. Inservice training programs have continued and are now being conducted on a local individual staff basis to meet special needs for the total local staff. The Regional Center offers assistance in book selection and book processing at no cost to the individual library except for the actual supplies used. This means the local staff can concentrate on reader advisor services and public relations

programs at the local level.

In this rural region in Middle Tennessee with its well defined suburban reading taste, we have been hard pressed to maintain a steady supply of new books to our 9 member counties. It has been of necessity a middle of the road approach with lower percentages of the purchases meeting the needs of patrons on either side of the reading taste, ability and needs of the average patron. Very little has been feasible in the vast realm of non-print media. We would like to offer use of a back issue periodical collection on microfilm to our member libraries, cassette recordings of books, as well as a well selected collection of special high interest low reading level materials. We would hope to offer visual collections to stimulate interest of the non-reading public. We also need to expand the large print collection.

Public library service is available for all segments of the population but it has taken initiative on the part of the potential patron to accept and utilize that which awaited him. Although generally improved road conditions put the county library within reach of most rural residents, there is still a need for a special service to rural residents who can not or will not use the county library. As rural population becomes more sparse, special service to those remaining naturally increases in cost. Yet for the rural low-income family, the rural senior citizen without easy transportation into town, or the rural middle class average family this special service is as vital, if not more so, than for his urban counterpart who could walk to some central point for library service where concentration of population decreases the cost of the effort in reaching the desired segment of the population. We are establishing book collections in low income multi-family dwellings. But the number which can be served will be determined by funds available to operate the service and availability of materials. If it

were possible to add one semi-professional and one clerical position we could work more closely with local library staffs in developing new programs of service with bookmobiles. The staff and equipment available at present are meeting maximum schedules.

The point has been reached where even our basic staff services and supplementing of collections is critically dependent upon availability of additional funds. In order to make even a modest move into the realm of special materials needed for low reading-high interest, non-reading public there would need to be a very healthy increase in funding. Hopes to expand into audio-visual media for the general public grow very dim.

LSCA gave a tremendous boost to Tennessee Libraries. Demonstrations of an adequate level of library service from these funds were possible in counties which previously never had library service. During the period from 1956 through 1968, all 22 remaining rural counties became part of the system of Regional service provided by the State. This system was established with State Funds to provide supplemental books and services from a professionally staffed Regional Center for any area which supported its own public library at a minimum level. A graduated scale based upon economic factors brought about gradual increases in these minimum levels. Locally appropriated funds remain with the local unit; State Funds and Federal Funds are allocated by formula to 16 Regional Centers to be expended by representatives from their respective member counties. I feel that when the graduated scale for biennium increases in per capita appropriations for local libraries was established, a companion scale of increased funding at the state level should have also been implemented. However the study conducted which preceded this plan did not include that aspect. With LSCA Title II Funds, the improvement of physical facilities became wide spread.

Following these successful demonstrations of service under Title I, Federal Funds were channeled to the Regional Centers to improve services, add staff members, and to provide inservice training to the untrained personnel operating the local libraries. The next step was a concentration of reference material and additional professional staffs in the 4 metropolitan libraries to serve first reference needs of business and industry; later this program was expanded to serve any patron. Locally appropriated funds have increased substantially in recent years, yet they are not adequate to provide trained personnel, extensive reference collections and materials for special interests groups.

Metropolitan Libraries and State wide programs of library service across the nation have seemed to catch the first cut backs in governmental budgets. Meanwhile cost of operations have increased. You only need consult library periodicals to find that most have answered these cuts with corresponding cuts in service, staffs and materials. Some have barely maintained status quo. Few are able to plan ahead to the establishment of new programs. When new priorities are set with Federal Funds being withdrawn from old programs, there is the realization that it won't last and that another program will need to be absorbed by an already too thin budget.

State funds have more than doubled in the last two years, yet this was necessary to maintain status quo due to reduced and redirected priorities of Federal Funds. No expansion was possible. Many positions were left unfilled as vacancies occurred. Rising costs of operations have made improvements in services virtually impossible. Funds for purchase of special new materials which appeal to those above or below the needs of the average patron are so slim that materials seem to completely dissolve. Although the Regional Centers and local public libraries are serving low income families, senior citizens, pre-school children and people

with special reading needs to some degree, special records identifying, separating or setting these apart from the total clientele have not been maintained. Our untrained personnel have a great compassion and gift for making these special people feel welcome in the library. Regional Centers have included deposit collections in correctional institutions, nursing homes, hospitals, low income housing units, OEO centers as well as the homes, stores, community centers or post offices throughout rural Tennessee for many years. Yet, none have the funds for sufficient trained personnel, book or non-book materials to come up to bare minimum programs.

Tennessee's long range program points up these things with statistics and steps which will elevate the level of library service available to all Tennesseans. The job can be done, the job is well worth doing. The one ingredient needed to make improved service to everyone a reality is sufficient increased funds particularly at the State and Federal level to put libraries well beyond current funding levels and with some built in assurance that the levels can be depended upon along with supportive increases to meet rising costs of materials, maintenance and personnel. Right people for a particular job are difficult to find and it is difficult to plan and start a program which may be cut back before it has a chance to start. Unless a way is found to elevate the position of library service within the priorities of all levels of government to the point that it is no longer the first place for cutting the budget, we will continue in our predicament of stretching a thin dollar even thinner.

Our long range planning includes recognition of the need for specially designed training programs for Library Board Members, Library Staffs with no professional training and for professionally trained staffs. We recognize that it is desirable for each library to have its own professionally trained librarian

with specialists in certain areas available from Regional Centers. Book collections need expanding and there is the whole range of periodical and non-book materials to be developed. There is the whole area of special materials for people with particular needs and abilities to be obtained. Some of these things are being bought now, but budgets do not permit the variety and quantity to begin to meet the demand.

During fiscal 1971-72 the Regional Center had available $.38 per capita to spend in supplementing services to its member counties which reached an average expenditure level of $.74 per capita. The training and experience of the Regional Staff has been a vital factor balancing against a decreased flow of books. But how long can we really serve a vital role in the total program of service at this level of funding. Rising operational costs at the local level are making in-roads into already meager book budgets. This emphasizes more strongly the dependence upon the Regional Centers for supplemental book supplies.

The role call of needs seems endless, I truly feel we could accomplish the goals set forth in the state program, we could meet the priorities of service to the low income non-reading public, if we could be assured that sufficient funds beyond current operational levels would be available. The anxieties over budget cut backs come, our already meager book budgets feel the pinch and a dedicated staff wonders when jobs will be cut. Loss of even one staff position would put us in a most difficult position in maintaining service. We need to be able to plan and publicize services with some assurance that we can deliver a steady flow of materials in quantity and quality.

Attached is a letter from a senior citizen whose formal education stopped at the third grade. It is the essence of how our people feel about library service and when we receive these letters we know and feel more strongly that the job is worthwhile in face of obstacles and that somehow we will find the means to achieve the impossible dream.

Beech Grove Tenn.
Nash. Oct. 24 - 1968

Dear Miss. Cradock and Miss Janet Smith
I am writting to let both of you know
I have just finished reading your Annual
Report 1967 - 1968 on Highland Rim Regional Library.
I wonder how you ever did it, such a huge
undertaking and tremendous responsibility as
all those traveling miles over 9 County's
you certainly have What it takes a dedicated
staff of people can accomplish almost the
impossible.
We here at Nash are proud of you and are
prouder still to have been just a little
part of your there past few years. Just wish
I knew how to tell you in words our
appreciation of your Book mobil Library here at
this community. to sum it up in a nut
shell I will quote my little five year old
Grand son Anthony Arnold. only a few days ago
he said Granny aren't we glad to be
Library people. We can just read & read and
read. a very good example of how much we
appreciate it and you that make it possible
for us.
makes me especially feel real good to read

(Continued over)

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our station names see we have made some improvement over the past year from 106 to 225 I had no idea how we were doing I hope our little progress will be sufficient to let us keep our local Library open for at least another year.

As I've said before we have more children readers than Adults. Which makes me feel that I've been a failure in promoting adult reading as reading chairman, but our H. D. Club will be selecting reading chairman again soon and I hope for Your Sake and all those who work With Highland Rim Regional Library We will get a much better chairman for the coming in year of 1968-1969. As we hope to continue to be a little part of you.

Thank you so much and may God Bless each one of you in your very great efforts and work you do for so many peoples interest and enjoyment.

We are Sincerely yours.

Mrs. Dad Lar Alice Arnold

P.S. I feel that We owe thanks to Mrs. Jeanne G. Webb for her part in helping us get our Library here

DIVISION OF
LIBRARIES AND MUSEUMS

GOVERNMENT OF THE VIRGIN ISLANDS OF THE UNITED STATES

Department of Conservation and Cultural Affairs

P. O. Box 390
CHARLOTTE AMALIE, ST. THOMAS
VIRGIN ISLANDS 00801

February 1, 1973

Mr. Frederick H. Burkhardt
Chairman
NATIONAL COMMISSION ON LIBRARIES
and INFORMATION SCIENCE
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Gentlemen and colleagues:

Thank you for the opportunity to submit written testimony on behalf of Library Services in the United States Virgin Islands. We face a crisis of major proportions which may reduce our public library services by one-half, and I am anxious to bring it to your attention, since it will affect us and all other territorial governments.

Federal funding under the Library Services and Construction Act (LSCA), along with the Virgin Islands Government 100% matching grants, accounts for more than 20% of our entire yearly budget. This money pays 11 out of 38 salaries and funds all of our outreach services to the blind, physically handicapped, day care and pre-school centers, and pays for the costly interisland transportation to make these services work. All of us have heard of the threatened loss of LSCA funds for FY 1974. All of us have been very active in communicating the concern of territorial governments to the appropriate representatives.

The problem is this: with the introduction of revenue sharing programs in the various states, the pattern of funding for "state" library services seems to be shifting from federal aid to state funding as the state funds available are on the increase. Territorial governments do not participate in this kind of revenue sharing. They have always retained the full amount of their Federal taxes to operate their governments. At the same time, a territorial government may not, in any way, engage in deficit spending.

The government of the Virgin Islands has always responded generously to the need for library services. At present we are completing a new Public Library building for Christiansted, St. Croix. Of the total expenditure of approximately $1 million, only $41,503 comes from the U.S. Federal government. This building is a tribute to the understanding of Governor Melvin H. Evans and the Virgin Islands Legislature of the kind of positive force a good library system can be in a developing community. The Bureau of Libraries and Museums has had to respond to and "toe the mark" for Federal library officers somewhat out of proportion to the less than 5% which has been contributed to the cost of this new building. However, the new programs which are being designed to operate out of this building and the orderly expansion of all other operating outreach programs, carefully elaborated in our approved 5-Year plan, which was expensively produced by a planning firm to insure a program consistent with fact and dream, will be cut short if our monies for operation under LSCA are withdrawn. We feel caught in quite an embarrassing situation. We have, to the best of our ability, met all Federal requirements, only to be told that those mutually acceptable programs and evaluation mechanisms may not be funded.

Gentlemen, the Government of the Virgin Islands is not in a financial position to give us more monies for our programs, and we can do nothing but cut back and postpone. It would be disappointing from a professional viewpoint. From the viewpoint of the child who cannot read well, the blind who are just learning their skills, the handicapped who would have no activity, the residents of some of our communities who live in a kind of isolation known only on islands, the hospitals, the prisons - for all of these it will be a disaster.

I respectfully submit for your consideration two alternative suggestions:

1. Removal of these threatened cutbacks by a realistic continuation of Federal financing for territories not eligible to participate in revenue sharing.

2. Removal of these threatened cutbacks by the design and implementation of a new system of Federal support which would take into account local financing variables and selectively sustain growing "state" programs so that an orderly transition to local support can be made.

I am convinced of the value and importance of the Virgin Islands Public Library enterprise and I am committed to its growth and success. The opportunity to communicate to you one of our major concerns is greatly appreciated.

Sincerely,

Enid M. Baa
Director of Libraries & Museums

MISSISSIPPI AUTHORITY FOR EDUCATIONAL TELEVISION ▪ P.O. DRAWER 1101 ▪ JACKSON, MISSISSIPPI 39205 ▪ (601)982-6565

February 22, 1973

National Commission on Libraries
and Information Science

This report has been prepared at the request of Miss Mary Love, Director of Mississippi Library Commission.

Material contained herein has been prepared by the undersigned.

Edward W. Ransdell
Field Engineering Supervisor

This report outlines possible next steps for libraries in Mississippi in the use of technology to supplement and strengthen educational services to the public. As a basis for the following ideas in the use of present technology, and that to later appear, we refer to the attached twenty-three page brochure entitled "Progress."

Mississippi is blessed with this excellent color television educational network. Mississippi is further fortunate to have over seventy communities presently served with a cable (CATV) system. These are all privately owned and public access is already offered by some of these companies.

Video tape has now progressed to a point that a practical format may now be selected as a "standard" for the state library system. It is realized that a nationally accepted standard will deter progress in development of a better and cheaper product. It is also accepted that to await the ideal is to stalemate; in this case, learning. With much investigation into available video tape recording equipment, the most practical format is the videocassette. Reel-to-reel videorecorders do not answer the needs of a library. The unit must be easily loaded and unloaded and the tape must be encapsulated to protect it against damage due to poor or improper handling. A climatized area for storage is highly desirable.

One format has been more widely distributed and has won acclaim by the Army and the Medical Corps as their "standard." Many large corporations have also accepted this format. It is the three-quarter-inch tape Umatic

videocassette, manufactured or available now by several brands. This is the most practical unit to establish as the "standard" for the Mississippi libraries. Much software is already available in this video tape cassette format.

The videotape recorder forms the basic unit for the library to start into the use of new technology. A camera added to this unit makes possible the recording of local material in many varied forms. The third unit of importance is the monitor/receiver, with which to view the recorded tape.

A second source of input to the videorecorder would be from either a television antenna into the receiver or the local cable system supplying the signal into the receiver. Many of these programs are available for library use. To tape these at either a central library for distribution throughout the state to libraries or at two or more local libraries, would be the plan. It is a possibility for each library to install an antenna with which to receive television signals locally available. Any library, so equipped, then may display a television picture in a receiving area, to fulfill wishes of the local citizens, for viewing educational program material at the time of telecast. This same antenna may serve more than one receiving area for television viewing. It also would serve as the signal source for videotaping programs for future viewing.

If a central television recording, dissemination, and distribution center were to be established, it could conceivably serve the entire state. This center could hire a technician in the television field to direct the entire operation. This would include the local recording, on video tape, of informational materials which may be required. It may be a locally produced demonstration of homemaking, such as lessons in sewing, or health

in the home, or a locally produced series on home appliance maintenance, or simple home plumbing and electrical repair hints and demonstrations for effecting the repair. It would be expected that at this center the technician would see that duplicate copies of the video tape material would be made. This center would keep up with television programs being "aired" in order to video tape any educational type material that may be used for future viewing in any of the state libraries. With the use of a color film chain, films may be transferred to the video-cassette format, thus making these available for statewide distribution to libraries and individual viewing.

For group viewing, or home use, it would be conceivable to provide a video-cassette player, to be available to lend (or rent) just as a film projector is today in many areas. The pre-recorded cassettes could also be checked out and played on the cassette player. The video player would play through the borrowers television receiver.

Carrels may be provided for individual viewing of any program material. These could also be tied into a dial access system within the library building. Here a person, or student, may privately view video taped material. A response system could also be included. This would insure a two-way learning method. A multiple-choice, or true-false response mechanism would be effective in the self-teaching situation.

Here again the media technician would see that the available material would be on the proper player and directed to the proper channel via this dial access system.

Community activities could be video-taped where they would have significant historical value. For example, a visit by a special dignitary, the signing of an important bill or document, recording a disaster, recording

the destruction and rebuilding of blight areas in a city might be taped. In fact, anything that has previously been recorded, or should have been recorded on film, would now be recorded on video tape cassette.

In communities being served by a local community antenna television (CATV) system, it would be desirable to work closely with the cable operator. It is possible a library channel or channels may be established. It might be a shared channel with the educational channel(s). Over this channel it would be conceivable to telecast local events, or meetings being held in the library. A studio facility within the library could be shared with the local cable operator. A good, understandable, and cooperative arrangement with the CATV system manager could assure some of the following ideas:

1. Two way cable communications, whereby response to the incoming television material would be possible.
2. Two way cable would permit opinion polls immediately during a city council meeting being held in the library.
3. Doctors may dial the library and request certain medical information be fed on a channel. This could be a blind channel requiring a special converter.
4. Lawyers could obtain legal information from legal volumes stored at the library.
5. Certain off-campus courses could be offered through the library.
6. Facsimile originating at the library and distributed over the CATV system being available for all persons who would have a facsimile printer.

7. Legal aid could be available over the two way CATV system.

8. Community employment notices could originate over the library to CATV system.

These are but a few of the many types of information which would be possible immediately over such systems in operation today.

To look to the future, the communication satellite offers opportunities for education, and in the field of libraries. Material for library use may then be exchanged world-wide. A seminar being conducted in Tokyo, London, or Paris may be telecast via satellite and viewed and, also, video taped for future reference, in any library located in an area of a satellite receiving point.

Video information may be stored on discs of inexpensive material, thus taking up much less storage space. The video disc recorder of the future would be smaller, lighter in weight, and consequently a more practical piece of equipment for library lending.

We would expect more and more information to be retained on tape or disc and rapidly replacing film as a method of retaining learning material.

It is realized that in the field of technology advances are made so rapidly that to keep up is difficult. We feel a start must be made at some time, and now does seem to be a logical time in view of recent equipment perfections.

MISS MARY LOVE
DIRECTOR

Mississippi
Library Commission
405 STATE OFFICE BUILDING
Jackson, Mississippi
39201

January 25, 1973

TO: National Commission on Libraries and Information Science

FROM: Margaret Elder, Consultant
Mississippi Library Commission

SUBJECT: Written testimony as requested in your letter of January 9, 1973

AREA OF TESTIMONY: Users and potential users of library and information services

The following comments are based upon personal experience and observation. They apply, therefore, mainly to public libraries in predominantly rural areas. They reflect experience as a reference librarian working with public library users, as a public library administrator, as a member of the Mississippi Library Commission staff involved with other librarians in preparation of Mississippi's Long-Range Program for Library Development, published in June 1972, and as a personal user of public libraries and some other information agencies.

A number of groups and related information needs are suggested below in response to the National Commission's proposal to "identify by major group or category the various types of users and potential users of library and information services whose particular information needs demand special attention" and to "determine the information needs of these many and varied groups."

However, my initial reaction to this proposal is one of some reservation concerning the classification of users and their presumed needs for the purpose of library service planning. This caution is rooted in personal experience with design and administration of public library programs for target "groups," aged shutins and culturally and economically disadvantaged youth for example, as well as observation of programs elsewhere.

While fixing one's attention upon a few common factors such as age, residence, education, occupation, economic status, race or physical handicap, one may overlook crucial differentiating factors which must be considered if needs and services are actually to be connected. These factors include other communication agents on the scene and surrounding influences as well as more subtle personal characteristics. At the very start they affect awareness and definition of needs by the potential user which may not coincide at all with the assumptions of the planner. They affect receptiveness to information communicated through many possible alternate channels, personal as well as institutional. They affect motivation to seek and apply information, involving not only need but also hope, confidence, interest of others, recognition of accomplishment, etc., and they affect the satisfaction of the individual with results along the way as he evaluates them.

If these considerations seem too obvious, one need not look far - in fact only back into the writer's own experience - to find abundant examples of programs aimed at "groups" that do not give them their due. Because important factors are not sufficiently considered in evaluation of results as well as in planning, both librarians and users may become discouraged and even abandon services genuinely needed. The same may also be said of trustees and appropriating officials.

A major problem for planners is lack of information about users and their needs that really gets below the surface. In other states numerous studies have been made of library users, fewer of nonusers. These have produced general information about who is in the library and what he is doing there and who is not. Their findings seem on the whole to be applicable to Mississippi libraries so far as the writer's observation goes.

However, other research still seems to be needed, studies of a different kind that will yield deeper insight into the whole complex of factors affecting utilization of library and information services. Such research might not begin in libraries. It would certainly involve areas of study other than library science such as communication, psychology, sociology, education, community organization, political science and religion. Perhaps research of this type has already been done, with findings and implications that have not yet reached many library planners, particularly those in small libraries outside of the research world. Perhaps more effort needs to be made by the general library journals and state agencies to locate and communicate the findings and implications of research to librarians in the field, the grass roots planners.

With deeper understanding of users and potential users, libraries may be better able to identify their own communication roles, to develop better teamwork with other communication agents and more sensitivity to effective rather than apparent needs, and to better focus their programs so as to deliver appropriate services at the right time. One result for many libraries, particularly public libraries, could be less emphasis upon massive general stockpiling of information and materials and much more

emphasis upon sensitivity and alertness to changing needs and speed and flexibility in procurement and delivery as needs are detected.

Libraries may find themselves doing less road building to towns that have already moved away or died by the time that they arrive. Hopefully they may become much more effective where things that matter are happening now.

With the above reservations in mind, the following groups of users and potential users of libraries and information services are suggested for special attention.

1. Persons in positions of power and influence.

These may be public officials or heads of organizations and institutions; or, they may have no official position but influence those who do. They require information about all relevant needs and concerns of the people they represent or affect as well as information for current decision or action.

While many other agencies as well as the public library may be required in various roles to supply this information, the interest of the public in being "in the know" seems critical when allocating responsibility. There appears to be a serious danger in our increasingly complex society that information to government officials or business leaders, for example, may bypass the general public. It may travel more and more through channels not easily accessible or not accessible at all to those affected by official decisions. If the public does get the facts, it may not get them in time to influence

official action. The right and need of the public to get full information while it is timely is a vital consideration when planning for its provision to those in power.

It seems logical to expect the public library to play an important part in provision of such current information to both officials and the general public, since it is a neutral agency and reaches out to serve all, provided that it can develop the capability and prestige required. However, while members of the power structure are generally to be counted among public library users, their use is apparently seldom related to their official information needs. Here may be a major challenge to the public libraries of the future.

2. Special purpose or interest groups.

These may or may not be formally organized. They may have long term or short term objectives. Delegated or self appointed representatives may not only seek information because of personal interest in the group concern but may also function effectively in turn as agents communicating information to a much wider circle. This may be very important to planning of library outreach programs.

Many groups themselves collect and supply information of limited scope, but need access to a much broader range to keep abreast of changes in society or government and of new opportunities so that their actions may be fully informed and their strategies effective.

3. Persons who have acquired leisure time.

These include those who have retired and housewives whose children have left home. They also include many who have incurred temporary

or permanent disabilities and now have unexpected leisure time that could be used to advantage both for themselves and for others. With incentive plus knowledge, this group can be an important resource for social and civic betterment as well as achieve personal satisfaction.

4. Persons pursuing independent and off campus study programs.

The role of public libraries with respect to this group appears to be gaining in importance. This is particularly true in a state like Mississippi with its large rural population and with many in the population who did not obtain high school, college, or vocational school diplomas in youth but are now anxious to take advantage of increasing opportunities to get them. Adult education trends show adult basic education classes and vocational and college courses being offered in widely dispersed locations where students cannot get to campus libraries, sometimes on an individual study basis. External degree programs are becoming more available. Close academic and public library cooperation seems needed to make accessible the specialized materials such students require.

5. Persons needing specialized information and materials for pursuing individual interests.

These include some of the most creative people one can find. While one may expect to find them on university campuses and in large cities with access to major library resources, they may also appear anywhere. The obscure and isolated individual who begins his search where he is, perhaps far out in the country, may not be important numerically, but the results may be far reaching.

He needs library facilities that are both accessible and reasonably adequate so that he can explore his interest to at least some depth personally. While use of remote resources through interlibrary loan or telephone or teletype communication may be important to him also, it is likely to meet only part of his need. The opportunity for personal exploration, for viewing and reviewing as ideas are synthesized, is often very essential.

This is one of the reasons for the proposal in the Mississippi long-range program for library development that district resource centers of medium size be developed within forty-five minutes travel time of most residents. These centers will function not only as elements in the statewide network but also as information laboratories in which individuals can personally explore their special interests.

6. Black adults.

Observation indicates that relatively few black adults beyond college age are public library users. Their use tends to be occasional and for information required for some special purpose. In contrast, black young people are seen in public libraries in abundance along with their white counterparts. They use them similarly for many reasons such as school assignments, personal interests, recreational reading, and meeting friends. One cannot, of course, make a list of special needs characteristic of black adults as a group any more than one can for white adults. The fact that many are economically and educationally disadvantaged is a clue to only part of them. Planning to meet their needs requires

understanding and consideration of many factors. Superficially conceived programs could have negative rather than positive results.

7. Persons with educational, economic, and cultural disadvantages.

According to the 1970 U.S. census in Mississippi, these include nearly one-half of the white and more than two-thirds of the black population over twenty-five years of age who have not completed high school, nearly a fifth of white and two-thirds of black Mississippians with incomes below the poverty level, and many who grew up in rural areas before modern developments in communication and transportation and before modern library service was accessible in such areas.

While some information needs may be inferred from these facts, others more subtle may be more important at a given time. Perhaps the greatest need of planners is to remember that these are persons with a full range of interests and concerns, many not predictable from characteristics such as those counted by the census.

8. Cultural, social and economic groups needing information to improve understanding of themselves and of each other.

These include men and women, old and young, black and white, business managers and workers, affluent and poor, and other categories. For example, many black young people in public libraries are observed to be greatly interested in information about black athletes, black beauty and fashion, and black achievement in general. White young

people, although less obvious about it, are also noted to share this interest of their black peers. The need for more understanding and appreciation of each other among such groups, based upon more information, deserves high priority in public library planning.

LIBRARY SERVICE TO THE UNDERACHIEVING ADULT OF APPALACHIA

by
James B. Nelson, Director
Cabell County Public Library, Huntington, W. Va.

Libraries do not effectively serve the disadvantaged, especially the underachieving adult. To be effective, the public library must change its stance. At the same time, libraries must understand that while service to one group is improved, service to all other groups are improved. Traditionally, the public library is a middle-class institution with middle class sets, attitudes, and drives. Consequently, the middle class are best served. By concentrating its efforts of service on a total community, the poor will be served and the quality of service to the middle class will improve.

As the quality of service improves previous barriers to good service will vanish. Rules and regulations (fines, etc.) that are barriers to the poor are equally patronizing and demeaning to the middle class. Attitudes of staff that were once cold, aloof or disinterested can become warm and sincere. Collections can become geared to community, groups, and individual needs rather than to a staff-imposed ideal of excellence. If the public library is to serve as an effective means of social change, it must first change its patterns of service, its patterns of response to community and individual needs.

The Cabell County Public Library and the Western Counties Regional Library System, Huntington, West Virginia, have been engaged in research program to identify library needs of the rural poor white. That program is part of an on-going project of the Adult Basic Education Demonstration Center, Morehead State University, Morehead, Kentucky. The aim of that project is to establish effective means of cooperation between Adult Basic Education learning centers and public libraries in programs of service to a mutual clientele. That program is funded by the U. S. Office of Education.

Initially, our project centers in the rural poor white in southern Appalachia. We also hope to extend our services to urban white and black during the next two years.

Our clientele are not traditional library users. Their needs are not for traditional materials, scholarly volumes, or for in-depth research. Most of the undereducated have less than a high school education; many have less than an eighth grade education, some less than four years of schooling. All lack the skills necessary to cope with a changing society, an expanding and diverse job market, or the day to day problems of living. These potential library users find themselves in a social environment which is both enervating and self-defeating, an environment which makes them suspicious of change and often hostile to well-meaning efforts to help. Their kith, kin and selves burden the increasing welfare rolls.

The library must supply this distinct group with services outside the normal parameters of public library service.

1. Service must be personalized, often on a one-to-one basis.

2. Service and materials collections must enable this special clientele to cope effectively with problems: job, family, health, and home.
3. The library should function as an effective community referral agency. It should be able to identify and personalize community agencies and pass that information on, effectively, to the underachiever.
4. The library must cooperate with other agencies serving the underachieving. The library must see itself as one means by which the individual may learn to cope, not as the means.

To achieve these goals, the public libraries must change its patterns and directions of service.

1. Public libraries need much greater stocks of high-interest, low-readability materials. In addition, libraries need client input to determine what material is effective.
2. Traditional library organization hampers library service to the underachieving adult. Compartmentalization of childrens services after the fourth grade deprives the underachieving adult of factual, sound materials, which libraries mark with "J". The low-reading adult may need to use the library: he does not want to visit the children's room. Such an experience he sees as both demeaning and patronizing. As an ancillary, libraries should concentrate their service, particularly with the poor, and the family. Logically, the children's department should be a family-service department, with emphasis on picture books for the children and family problems (budget, food, health and child care) for the mother and father.

3. Libraries must be willing to recruit the underachieving adult to use not only the library, but also other community agencies.
4. Libraries must cooperate with each other in establishing lists of materials and means that are effective in serving the underachieving adult. Such lists should be routinely disseminated and used nationwide.

While certain changes are recommended in traditional patterns of library service, cost, for the local library, should not mean an additional burden. Removing barriers between compartments (adult, reference, childrens young adult) would mean more effective and economical use of personnel. Library service could concentrate on team approaches to problems of the individual and his family. Prime emphasis would be placed on dissemination and use of information, rather than on collection building.

This is not to say libraries in Appalachia do not need greater funding. They do, much more. A library in rural Appalachia is lucky to have funding of $1.00 per capita. In many cases the majority of funding is from state and federal sources, funding now in total jeopardy.

In conclusion in a few months of studying the needs and hope of the underachieving Appalachian poor white we have discovered that traditional library operations are a hindrance to effective service for that group. Changes in emphasis and service patterns, however, are minimal and should not prove costly. Instead changes will make libraries more efficient and effective, not only in serving a disadvantaged clientele, but in serving a total population. Moreover, only by changing its methods of operation and emphasis can libraries become an effective means for social change.

WEST VIRGINIA COMMISSION ON AGING

STATE CAPITOL
CHARLESTON, WEST VIRGINIA 25305

TELEPHONE 348-3317

LOUISE B. GERRARD, PH.D.
EXECUTIVE DIRECTOR

January 24, 1973

STATEMENT FROM THE WEST VIRGINIA COMMISSION ON AGING TO THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

The West Virginia Commission on Aging is interested mainly in library services for rural elderly. In order to obtain this, public libraries need to install an active outreach program. Most of the elderly people in rural areas have no means of transportation and have to pay a neighbor to drive them to the doctor's office or to a grocery store. Therefore they are not likely to get to a library or even to a stopping point for a mobile library. There are a number of rural aged who do not even have the mail service that is necessary for a library's book or record mailing service. With the many difficulties that face them it is unlikely that the elderly are even aware of the services which libraries can offer, particularly large type and talking books.

Libraries could help combat this problem of transportation, and the problems of loneliness and boredom, by operating outreach programs to find the hidden elderly and to work out arrangements to provide them with library materials. They may be able to do this by working with other established programs for older people such as meals on wheels or senior centers, but there are great numbers of rural elderly who aren't touched by any of these programs.

It would also be good for libraries to provide special programs for people in housing for the elderly and nursing homes, but the most urgent need is to help the isolated elderly.

Something else that libraries should consider is the ability of the elderly to help them. There are many library positions, both paid and volunteer, which could be filled with retired people. They are often willing to work for the small salaries which libraries pay for non-professional positions and to work the unusual hours that libraries are open. There are many aged patrons who know the library and its collection almost as well as the staff does, and who would be invaluable assistants.

The elderly have a great deal of time on their hands and quite often are faced with a problem of boredom. Libraries can provide materials for entertainment and expanded knowledge for them and gain patrons for themselves.

STATEMENT OF ELOISE T. GROOVER
ADMINISTRATOR, EDUCATIONAL MEDIA SECTION
FLORIDA DEPARTMENT OF EDUCATION
FOR THE
NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE
JANUARY 24, 1973

Confusion of terminology exists with reference to the personnel, programs, and facilities concerned with school libraries and school library resources.

In this testimony the following definitions will be used:

Educational Media refers to all instructional materials (print and non-print), the processes involving the use of such materials, and the equipment necessary for effective utilization of the materials.

School Media Center is a carefully designed facility which provides space for the acquisition, production, organization, and utilization of print and non-print materials (within the school), and the equipment required for the use of these materials.

A Media Specialist is a member of the instructional staff responsible for providing services in the selection, organization, and utilization of the entire range of instructional materials and equipment.

The unique characteristic of American education is the acceptance of the idea that the major obligation of schools is to meet the needs of all the children of all the people. These children are different in their needs, interests, and abilities. Yet each has the right to develop to his full potential whether he is an intellectually gifted, a mentally handicapped, or an average, normal child. Society, through its educational system has accepted the responsibility for this development.

Only when the school has a full complement of library resources, personnel, and services can the needs and interests of the individual child be met. An abundance of printed and audio-visual materials is essential in the education of each individual, no matter what his

ability may be. These resources are required for effective teaching and for significant learning.

The child's quest for knowledge is not just a matter of getting at facts. The development of taste, of judgment, of a sense of humor, of understanding, and of flexibility are important aspects of his growth. Indeed, another goal of American education is that of helping the child to become an effective, functioning member of a democratic society. It is therefore imperative that we have in our schools the instruments whereby the student finds it possible to keep up with change - both the change that occurs within himself as he develops into a mature, productive citizen and the changes which occur within the scientific, technological, and social aspects of his life. The media center collections therefore become the teaching tools and resources for learning in all areas for both the students and the teachers.

The student of today must develop the capacity for self-direction and the ability to use rational processes in order to cope with the rapidly changing society of which he is a part. In addition, the student needs to develop vocational competencies and intellectual curiosities which stimulate life-long learning.

Basic to these goals is our commitment to the premises that (1) all children are entitled to the best education; (2) each child is unique in his needs and capabilities. As a result, the learning-teaching laboratory has necessarily become the core for the education process. The school media center is such a laboratory.

The student turns to and depends upon the media center for many purposes. Most of them are related to curricular requirements, but some are initiated by vocational and avocational interests. The media center's program, collections and environments provide for a full spectrum of learning opportunities for large groups, small committees, or individuals. Present day curricular demand that widest possible variety of materials be readily available to meet the needs of students in every aspect of the school program. Essential types of materials include textbooks, trade books, reference materials, periodicals, pamphlets, newspapers, disc and tape recordings, projected materials, transmitting media and programmed materials. The focus is on facilitating and improving the learning process in its new direction of emphasis which is on the learner, on ideas and concepts rather than facts, on inquiry rather than on rote memorization. The media specialist guides students in studying effectively, thinking objectively, and in promoting interest and enthusiasm in exploration and search.

Like the teacher, the media specialist is knowledgeable about the learning process, child growth, and curriculum development. The move away from textbook-dominated teaching and from teacher-dominated classroom management has made the media center a basic instructional center that supports, complements and expands the work of the classroom.

Innovative programs and new curricula have stressed individualization of learning and have made greater demands for excellence in teaching. These demands have made it necessary that teachers receive the cooperation and support of specialists of all kinds. Among these are media specialists who work cooperatively with teachers in planning the daily work schedule. Media specialists serve as resource consultants

and materials specialists in keeping teachers informed about materials needed in their teaching. Teachers keep media specialists informed about curricular content and assignments. Together they are involved in planning media instruction, evaluating resources, motivating the use of the resources, and in implementing the total educational program.

Legal and Financial Support for Libraries

Financial support in Florida for purchase of materials for the school library media center is woefully inadequate. Expenditures for school media resources in Florida for the school year 1970-71 totaled $11,859,899.45. School enrollment of 1,423,800 for that same year resulted in an average expenditure of $8.32 per pupil. Of this amount, $6.89 was derived from state and local resources while $1.43 - approximately 17% - was derived from federal funds. Without adequate financial support for securing materials, the school media centers cannot meet the curriculum requirements and interests of faculty and students.

Adequacies and Deficiencies of Current Library and Information Services

While there are some individual schools media centers in Florida which provide print materials (book, magazines, and newspapers) in the quantities recommended by national standards, the state average is appalling. According to the state accreditation reports for the school year 1971-72, there were 15,909,974 library books housed in the school media centers. With a student population of 1,481,447 for that year, the average number of books per student was 10.74.

Virtually all schools report the provision of a variety of non-print materials and equipment for their use; however, none of the schools provide the materials and equipment in quantities recommended by the national standards.

A total of 4,484,235 items of non-print materials, including 8mm films, filmstrips, globes, maps, recorded discs, tapes, transparencies, etc., and 160,253 pieces of equipment were housed in school media centers in 1971-72, according to state accreditation reports. With a student population of 1,481,447, these numbers provided .11 pieces of equipment and a little more than 3 items of materials per student. The statewide provision of audiovisual materials and equipment such as 8mm films and projectors, closed circuit television, microfilm printers, and dial access systems was extremely limited. This inadequacy of a wide range of resources can seriously hamper the achievement of educational goals.

Human Resources

A look at the Florida public school educational media program indicates that a shortage of qualified professional personnel is unquestionably a critical area. During the 1971-72 school year, 2,297 media specialists served 1,481,447 children enrolled in the 1,839 public schools of Florida. Such limited personnel cannot provide efficient and effective use of facilities and media.

Of the 2,299 persons employed as media specialists only 1,812 were employed full-time. In addition, 265 of these persons had less professional education for librarianship than the minimum

required by the state of certification in the area of media services. The shortage of school media specialists with full professional training is acute, and the effect upon the education of children is serious.

Assuming the 1,812 full-time media specialists to be equally distributed among the total school population of 1,481,447 students for the school year 1971-72, there would be only one media specialist for each 823 students. Standards for School Media Programs prepared by the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association and published in 1969 recommend a minimum of "one full-time media specialists for every 250 students".

The shortage of qualified personnel is further complicated by the fact that the distribution of media specialists is not equal. Many schools have multiple staff which results in even greater discrepancies in the ratio of qualified media specialists to students as it applies throughout the state.

The provision of supportive staff in the library media centers is not in the ratio recommended by either the state or national standards. This inadequacy results in further curtailment of services to faculty and students in costly use of professional staff time in clerical and technical tasks.

ATLANTA UNIVERSITY
ATLANTA, GEORGIA 30314

SCHOOL OF LIBRARY SERVICE

23 January 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
1717 K Street, NW
Washington, D.C. 20036

Dear Sir:

You will please find enclosed a copy of testimony I am submitting for consideration at the Commission hearings in Atlanta on 7 March 1973.

I appreciate the invitation to submit testimony, and I trust the careful consideration of same will lead to positive action in the field of libraries and information science.

Sincerely yours,

Casper LeRoy Jordan
Assistant Professor of Library Service
and
Director of Library Planning and Development
Atlanta University Center

Encl.

MEMBER UNITED NEGRO COLLEGE FUND FOUNDED 1944

THE PLIGHT OF BLACK ACADEMIC LIBRARIES AND INFORMATION CENTERS

Testimony submitted to the National Commission
on Libraries and Information Science
Southeast Regional Hearing
Atlanta, Georgia
7 March 1973

by

Casper LeRoy Jordan
Assistant Professor of Library Service
Atlanta University
and
Director, Library Planning and Development
Atlanta University Center Corporation

THE PLIGHT OF BLACK ACADEMIC LIBRARIES AND INFORMATION CENTERS

The enabling legislation for the Commission on Libraries and Information Science states the Commission has "primary responsibilities" for planning to provide "library and information services adequate to meet the needs of the people of the United States." The Commission has identified the following goals and priorities for study and action: users, adequacies and deficiencies of current library and information services, patterns of organization, legal and financial support for libraries, technology and human resources.

This testimony addresses itself to the plight of the more than one-hundred libraries and information centers of the historically predominantly black colleges and universities in the United States. Reports of earlier hearings of the Commission revealed that no attention has been paid to this problem. With a few exceptions, all of these academic libraries are located in the southeast and southwest. So, it is fitting that some attention be given their plight.

Recent concern has been elicited for the so-called "developing" institutions of higher learning. Although this testimony is concerned mainly with the black developing institutions, I am sure the same plight is being experienced by all developing institutions in America.

The great growth of two-year community colleges is a phenomenon of the American 50s and 60s. Many of these urban centers of edication are educating black Americans. So, what Iam saying about black academic libraries serving the traditional four-year colleges and universities would apply equally to there new community college confreres.

I have attempted to identify a major group of users of library and information services. The majority of the students enrolled in black colleges are city dwellers and many are underachievers. Historically these black institutions have taken ill prepared youth and after matriculation these students have been able to cope with life and its problems with an acceptable education.

Black colleges, both public and private, are now threatened with mergers, closings and retrenchments. This would be a national diaster. It must not happen. There is still a need for these institutions. There is a need for support of research to determine the information needs of this group. This research should reveal the adequacies and deficiencies of current library and information services of this group of users. The results of such research should identify the correctable deficiencies and identify areas of priority for action and provide for the development of a plan of correction and implementation. Areas of regional and/or national cooperation should be investigated and new organizational patterns should be investigated, provided for and implemented. The financial support for these improved information patterns should be considered for library financing at the local, state and Federal levels. Study should also be supported to attempt to resolve legal restrictions which prohibit new patterns of support for innovative cooperative efforts. It is equally important that attention be given to the place of new computer technology in these developing institutions. Foremost among the considerations must be the development of paraprofessional and professional human resources to adequately man and serve these institutions.

The following testimony details at some length the state of affairs on black campuses vis-a-vis libraries. The testimony is based on 1968 figures, but I doubt if any significant changes have occurred in the four year interim. The careful reading of the essay will elicit the conclusion that the sincere study of the problem will identify the goals and priorities congruent with those of the Commissioned as enunciated in the Public Law 91-345.

Black institutions of higher education are a priceless heritage of America that cannot be allowed to disappear or atrophy.

BLACK ACADEMIC LIBRARIES - STATE OF AFFAIRS

Black college students dramatized the role of education in the 1960's when they began to demonstrate for equal consumer services -- first in North Carolina, and then in Alabama and Georgia. Students joined in protests at lunch counters and movie theaters, bringing arrests, jailings, publicity and further demonstrations. These sit-in demonstrations and the enrollment of the first blacks in previously segragated state universities in Mississippi and Georgia, glued the eyes of the world on the colleges that these students attended and brought about great interest in the character of the education they provided. Questions were posed. What were these colleges like? What role did they play in the whole enterprise of American higher education? What were their standards? What were their needs?

In the past fifty years analysts of American nigher educa' on had undertaken to answer these questions. All of these reports in one way or another contain many facts about higher education for Negroes. Although the black schools include less than ten per cent of American institutions of higher education, and their enrollments comprise less than five per cent of all college students, these black colleges and universities enroll over half of all Negroes attending

the nation's institutions of higher education.[1] Regardless of the speed or extent of racial integration, many of these institutions will continue to be a major avenue to higher education for black youth.

The fact has been established that except at the topmost level of excellence represented by a few celebrated institutions, the Negro institutions run the entire gamut of quality within American higher education.[2] Negro institutions lie all along the line of the American academic procession, instead of forming a separate unitary group at the tail end. Some are exceptionally far forward and others far behind, but beside each of them stands some institution attended predominantly by white students. An objective view of the line must disclose that a not inconsiderable number of these black institutions now struggle along toward the rear of the procession. Some educators conclude that both their students and society at large would be better served if a number of black schools closed their doors. Contrary to the proposal for disestablishment, many observers conclude that the black institutions ought to be preserved and strengthened. Student finances, educational preparation, and growing enrollments

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(1) Earl McGrath, The Predominantly Negro Colleges & Universities in Transition, Bureau of Publications, Teachers College, Columbia University, New York, 1965, p. 3.

(2) Ibid, p. 5.

argue compellingly for preserving, strengthening, and integrating existing black institutions and against closing them or allowing them to wither on the vine of academe. To keep these institutions in operation and to enhance the quality of their programs will require large sums of money. Both the social necessity and humane considerations persuasively demonstrate that obtaining these greatly needed resources is work to which foundations, government at the local, state, and federal levels, and individual philanthropists can, with deep satisfaction, dedicate their efforts. As far as disadvantaged blacks and other youth are concerned, the concept of excellence can be realized by taking students where they are socially, economically, and educationally, and developing their abilities to the fullest -- a task long familiar to the black schools of America.

To retain any validity today, the Hopkins image of higher education -- a teacher on one end of a log and a student on the other -- must include books, journals, microforms, and a computer between them, in other words -- a library. If a library is to be of high quality, college administrators must understand and appreciate its role in accomplishing the objectives of higher education. Faculty members must also be familiar with its collection in their own subject areas, be active in helping to keep the collection current, and assure its effective use. Finally, the financial support of the library must be both adequate and free from frequent and violent fluctuations.

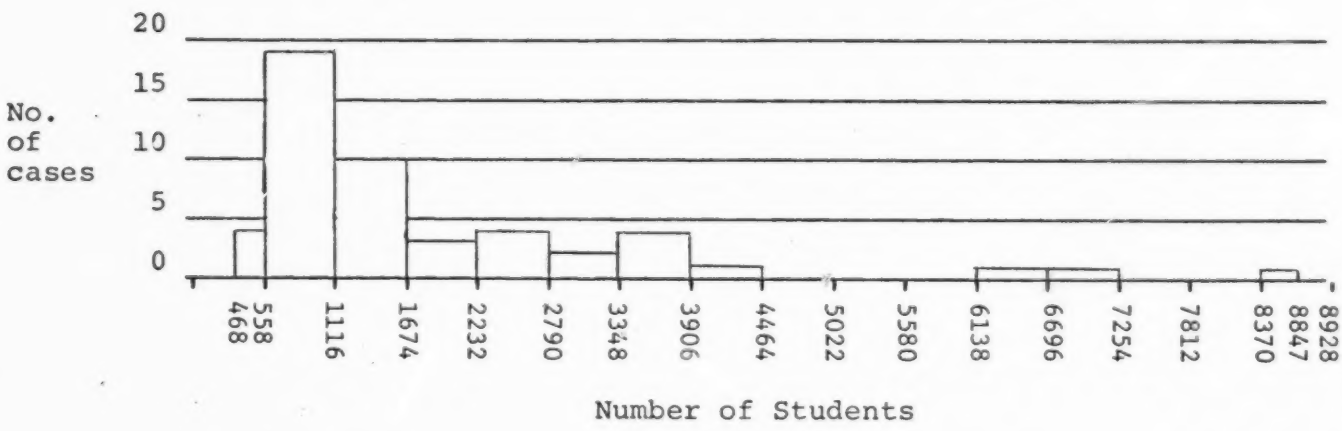
This essay reports on several major features of black academic libraries: collections; operating expenditures; staff; and salaries. The quality of any college library is determined first by the extent and nature of its materials and human resources. When its holdings are insufficient, outdated, or inadequately housed; or, when its staff and services are unreliable, unimaginative, or ineffective, the library cannot actively accomplish its functions. The resources and services of black college libraries run the gamut from poor to excellent, but the curve is skewed toward the lower end. Their problems are those of most small college libraries, but they are more intense. The need for library resources and services is accentuated in black colleges by the lack of sufficiently trained personnel, and a larger than normal proportion of poorly prepared students.

Statistics, it seems safe to say, are used in surveys of collections more consistently than anything else. If a library says anything at all about its collection, it is almost sure to mention its size. There are widely accepted standards for minimum sizes of college libraries, below which, in the judgment of professional organizations or accrediting associations, it is impossible to provide the variety of materials required for adequate service. Above the minimal sizes, standards usually specify a given number of additional volumes per capita. Comparison with like libraries is also permissible. Per capita calculations

and comparisons are normally made by applying additional quantitative standards such as the number of periodicals currently received. These figures alone may be misleading, as quality is more important than quantity. Uniformity has not been achieved in methods of counting library holdings, and many libraries have discovered errors in the reporting of figures; however, size does tell something. There is normally a high correlation between the size of a library, its usefulness, and the quality of the institution it serves.

In one survey, fifty black institutions reported their 1968 fall figures.(3)

Figure 1 - Enrollment in Black Colleges and Universities, 1968 (n=50)



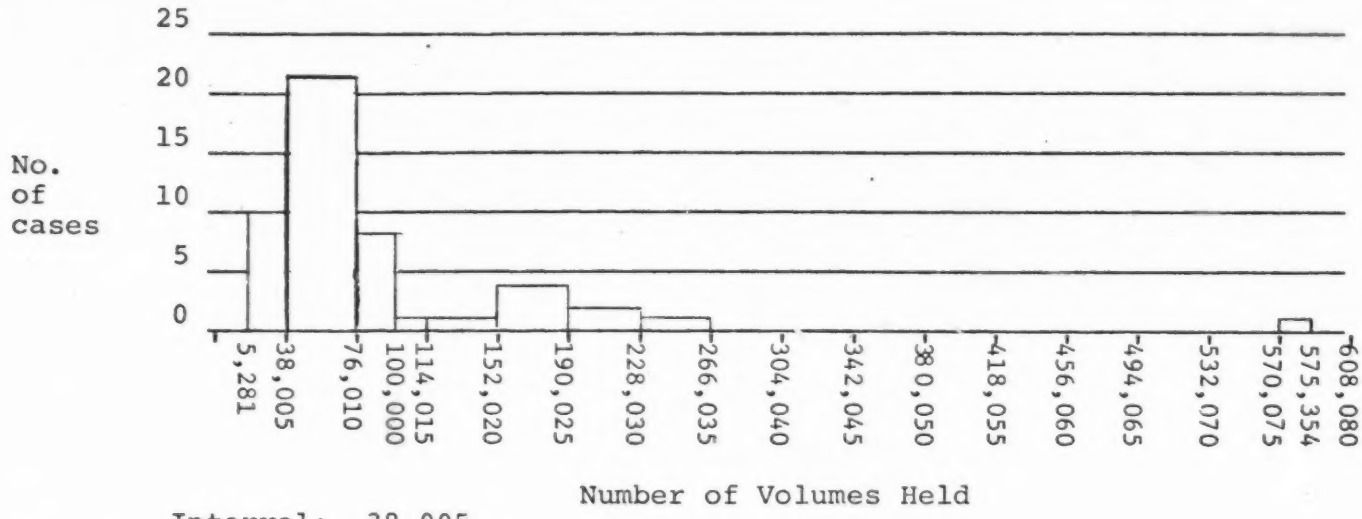
Interval: 558

(3) C. L. Jordan, Black Academic Libraries: An Inventory, Atlanta University School of Library Service, 1970.

The graph indicates the great number of small institutions: 2/3 had 1674 students or fewer. These low enrollments have an influence on other variables to be discussed in the course of this analysis.

Figure 2 - Collections Reported in Black Colleges and Universities, 1968

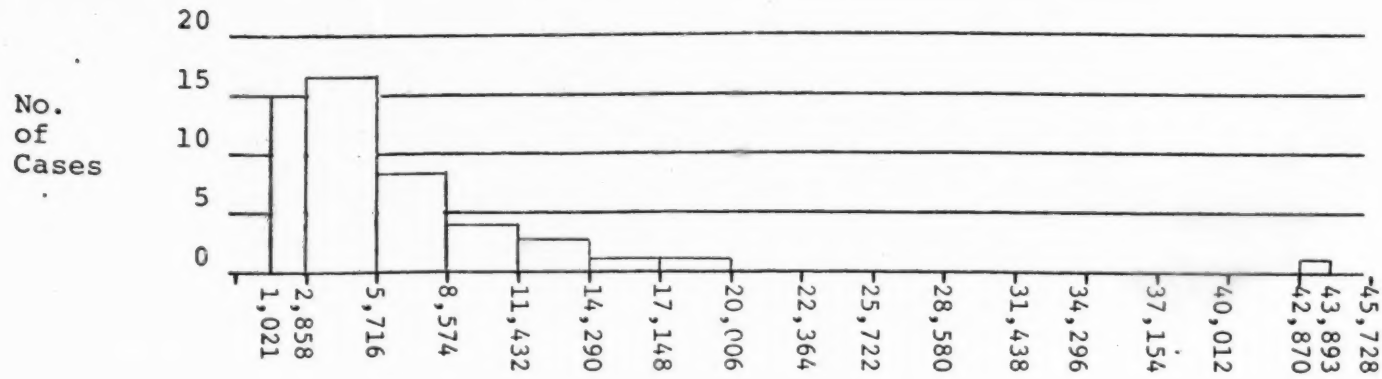
a) Volumes at end of year (n=50)



Interval: 38,005

Figures showing the size of the collections held by these institutions offer another example of skewing toward the low end of the range. 80% of the libraries had less than 100,000 volumes. However, size alone is not indicative of the quality of the collection.

b) Volumes added during year (n=50)

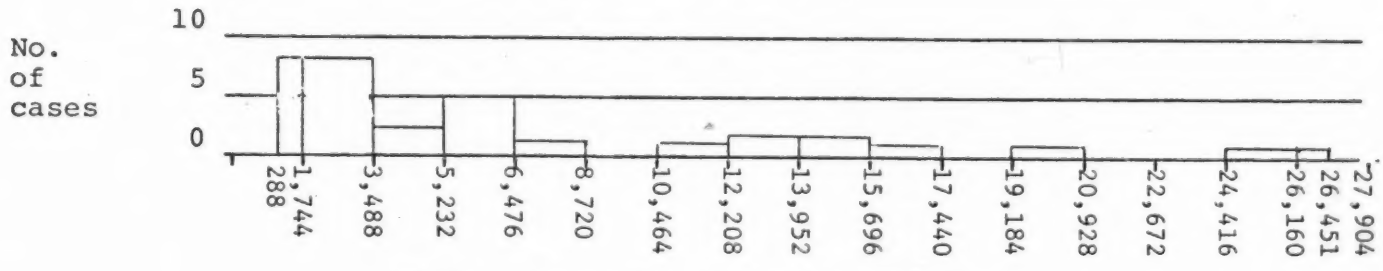


Number of Volumes Added

Interval: 2,858

Slightly less than 2/3 (64%) added fewer than 5716 volumes to their collections. If these additions were limited to multiple and/or replacement copies, little room is left for growth. Many collections may be remaining static or perhaps even retrogressing.

c) Bound periodicals (n=34)



Number of Bound Periodical Volumes

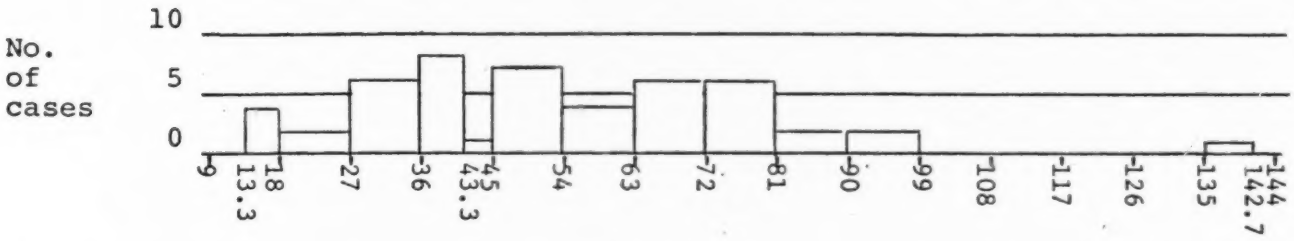
Interval: 1744

Holdings in periodicals are practically nil in some of the libraries. Over one half (55.1%) have fewer than 5232 bound volumes.

Small enrollments come into play when considering volumes per capita in the black institutions: a small number of students makes a small collection compare favorably with those found in larger, better equipped schools.

Figure 3 - Collection Per Capita in Black Colleges and Universities, 1968

a) Volumes per capita (full-time enrollees) (n=49)

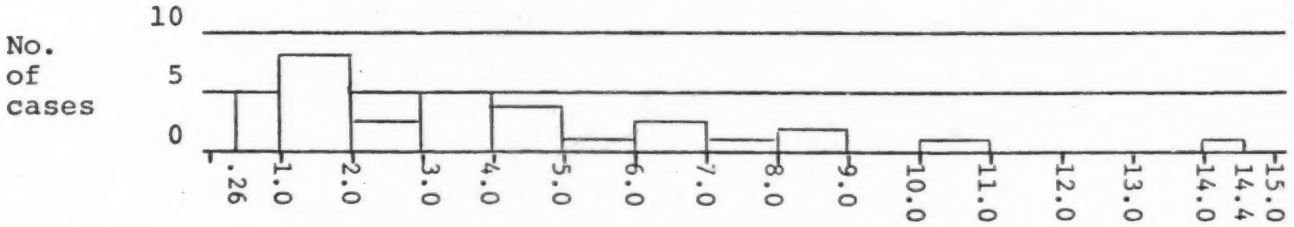


Number of Volumes per Full-Time Enrolled Student

Interval: 9

Although 60% of the black libraries exceeded the national average 43.3; (see Figure 4) this is no indication of the type and strength of coverage being offered in their collections.

b) Periodicals Per Capita (full-time enrollees) (n=34)



Number of Periodical Volumes per Full-Time Enrolled Student

Interval: 1.0

Even a small number of students cannot disguise the limited extent to which periodicals are available.

According to comparative figures available from the U. S. Office of Education, over 300 million volumes were held by academic libraries in 1967-68.

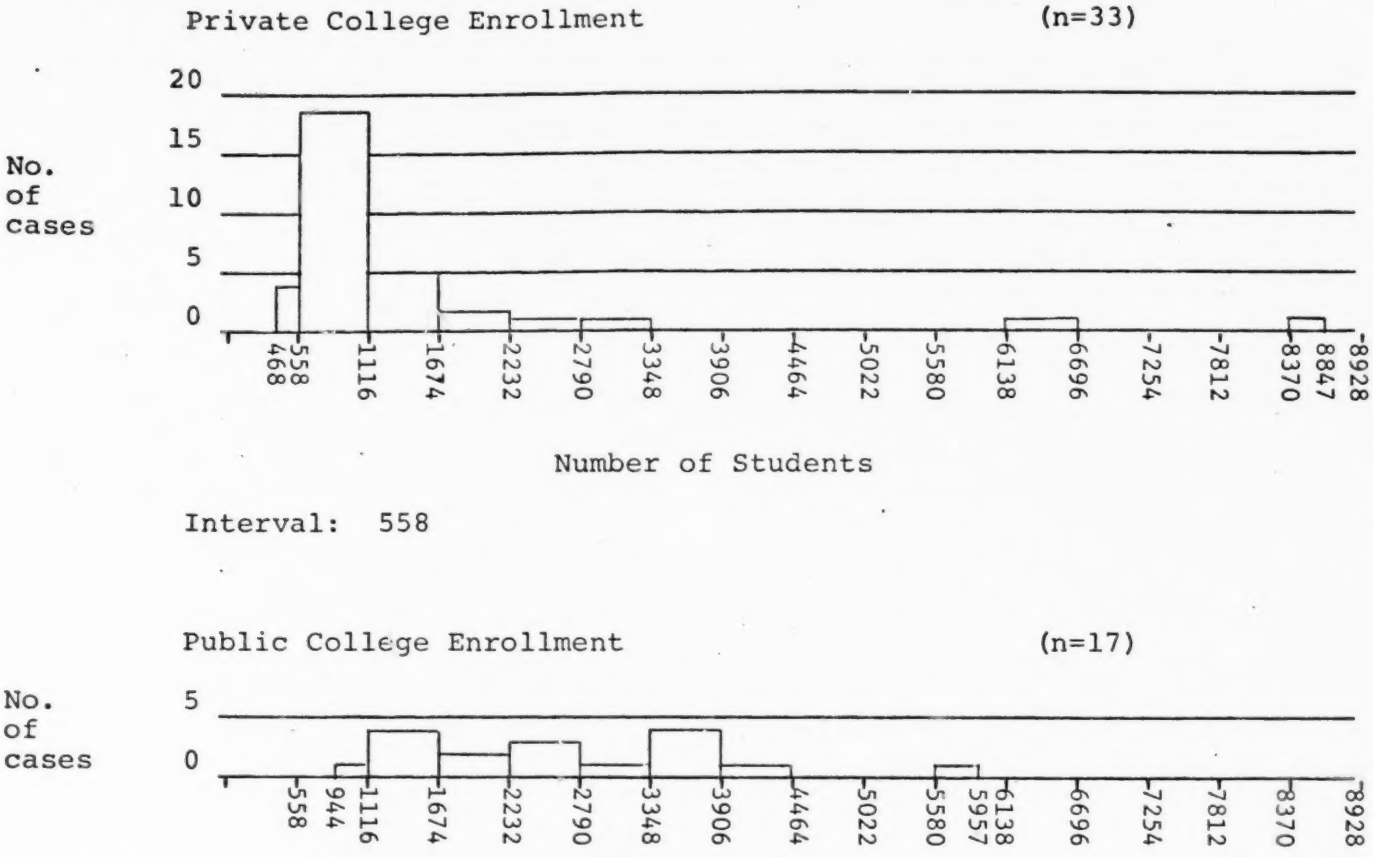
Figure 4 - Holdings of Academic Libraries, 1967-1968

	Academic Libraries (n=2300*)	Black Academic Libraries (n=51**)
Total	303,000,000	4,290,915
Per Student	43.3	46.1
Volumes Added	22,000,000	324,487
	*Source: U. S. Office of Education.	**Source: C. L. Jordan, op. cit.

However, only 12.5% of those volumes were held by black libraries. Of the total volumes added, only 14.3% were added to black libraries.

Figure 5 compares public and private black college enrollment figures.

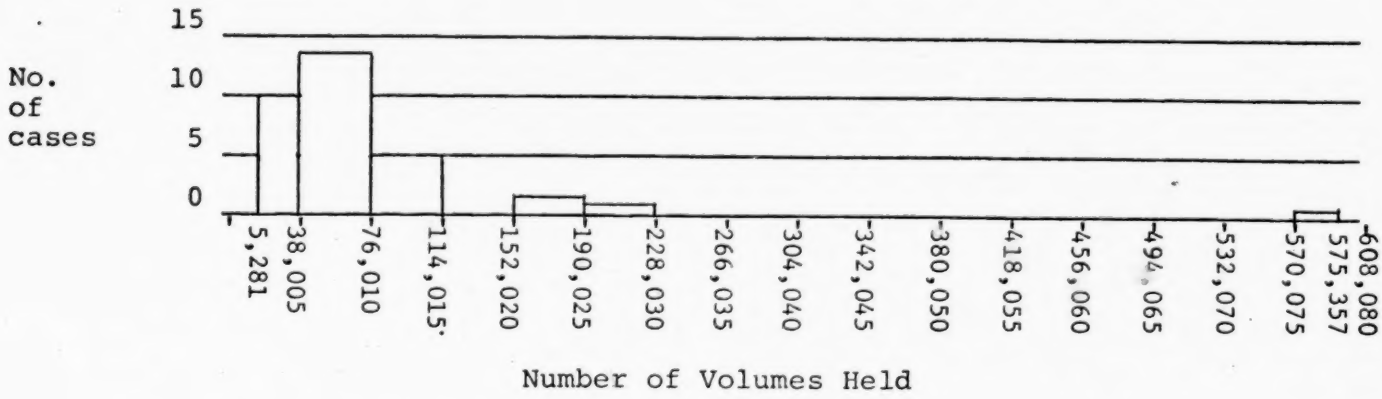
Figure 5 - Enrollment in Public vs. Private Black Colleges and Universities, 1969



Enrollment in publicly supported institutions is larger: 94.1% of the public colleges had an enrollment greater than 1116, as opposed to 34% of private colleges.

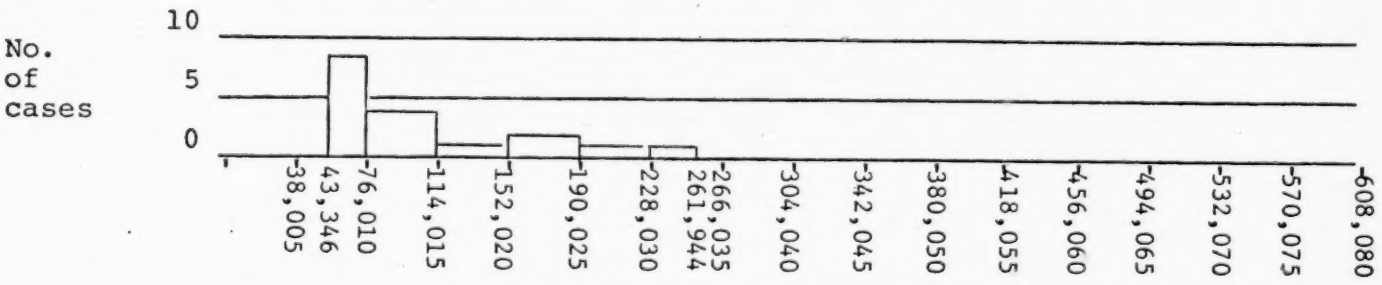
Figure 6 - Collections Reported in Public vs. Private Black Colleges and Universities, 1968

a) Volumes at end of year in private colleges (n=33)



Interval: 38,005

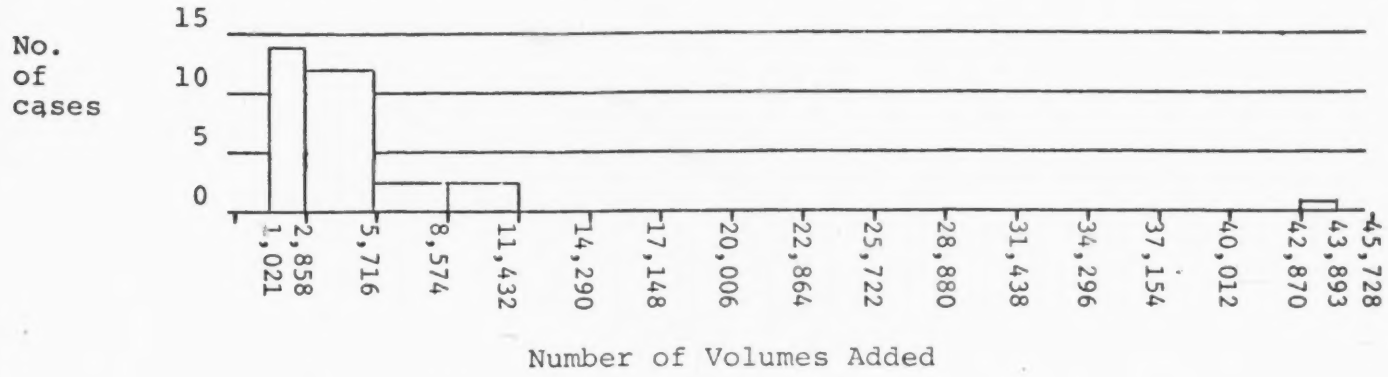
Volumes at end of year in public colleges (n=17)



Interval: 38,005

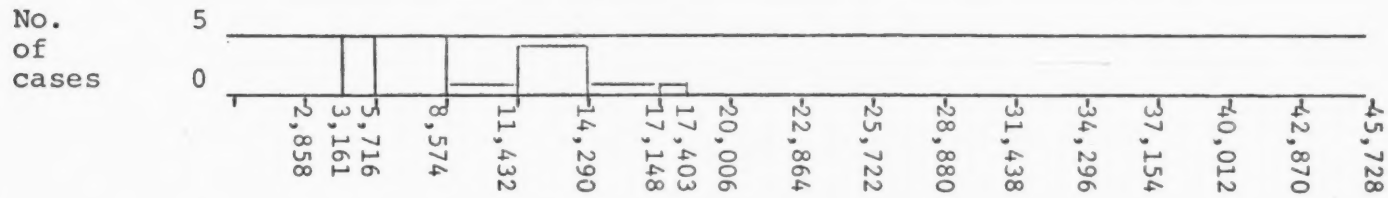
A comparison of collections in the two categories of libraries shows that the collections are generally small and are distributed in a pattern similar to that shown by enrollment data.

b) Volumes added during year - private colleges (n=33)



Interval: 2,858

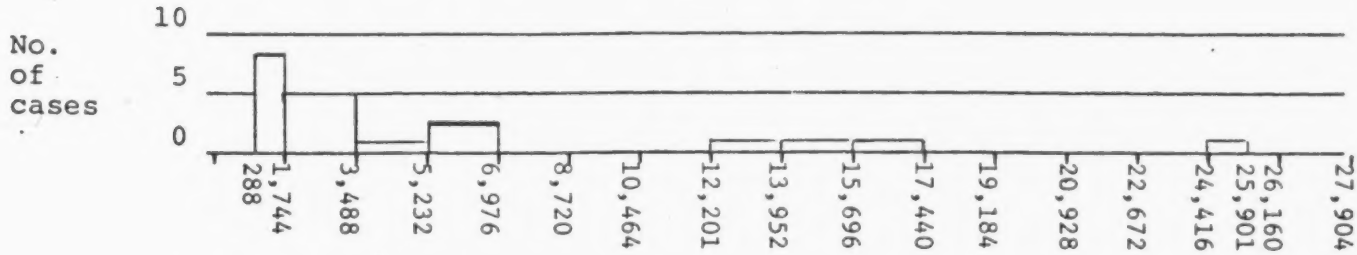
Volumes added during year - public colleges (n=17)



Interval: 2,858

Public college collections appear to have grown to a somewhat greater extent. This increase in tempo may be due in part to the "catch-up" programs instituted in many state-supported black schools.

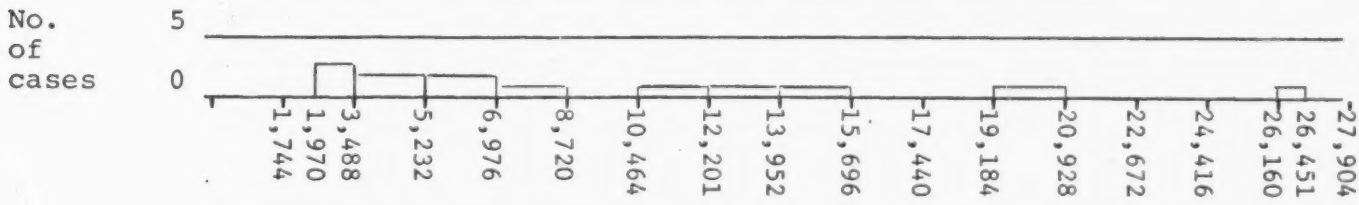
c) Bound periodicals - private colleges (n=21)



Number of Bound Periodical Volumes

Interval: 1,744

Bound periodicals - public colleges (n=13)



Number of Bound Periodical Volumes

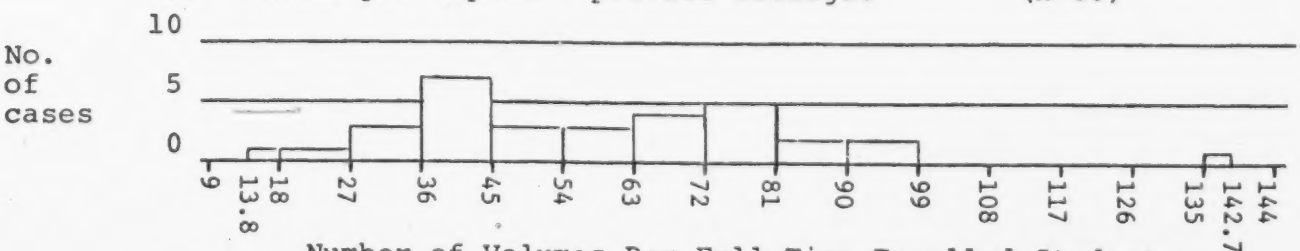
Interval: 1,744

There is evidence of a few better periodical collections in private libraries; however, those collections that are poor are really poor.

In per capita terms, public colleges -- with somewhat better collections but higher enrollment -- rank generally lower on the average than the private schools.

Figure 7 - Collection Per Capita in Public vs. Private Black Colleges and Universities, 1968

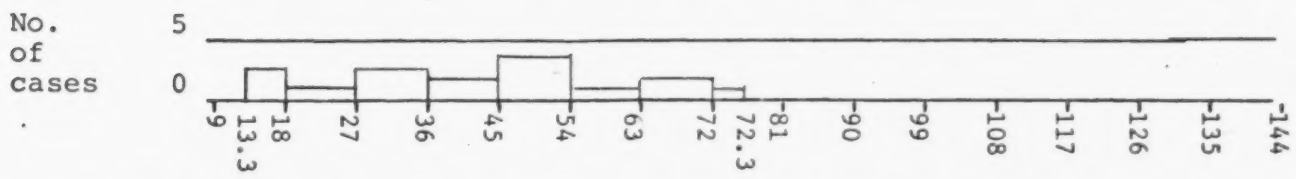
a) Volume per capita - private colleges (n=33)



Number of Volumes Per Full-Time Enrolled Student

Interval: 9

Volumes per capita - public colleges (n=17)

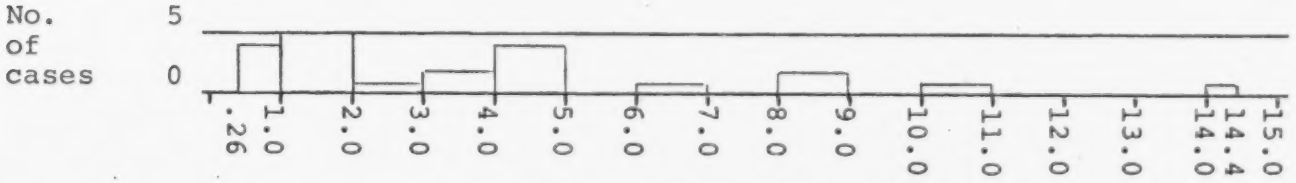


Number of Volumes Per Full-Time Enrolled Student

Interval: 9

Equally poor collections look better if enrollment is low and worse if the enrollment is high. The comparison of periodical holdings results in a generally poor picture for both groups.

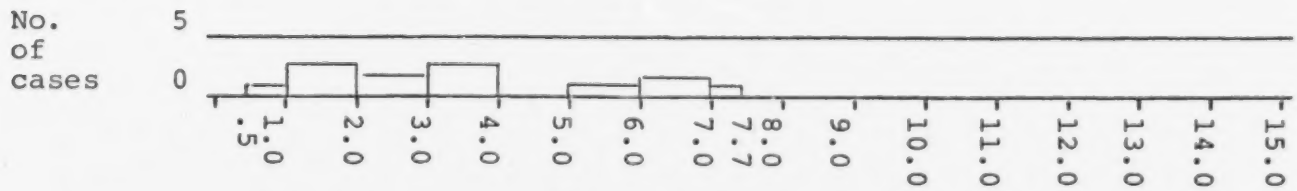
b) Periodicals per capita - private colleges (n=21)



Number of Periodical Volumes Per Full-Time Enrolled Student

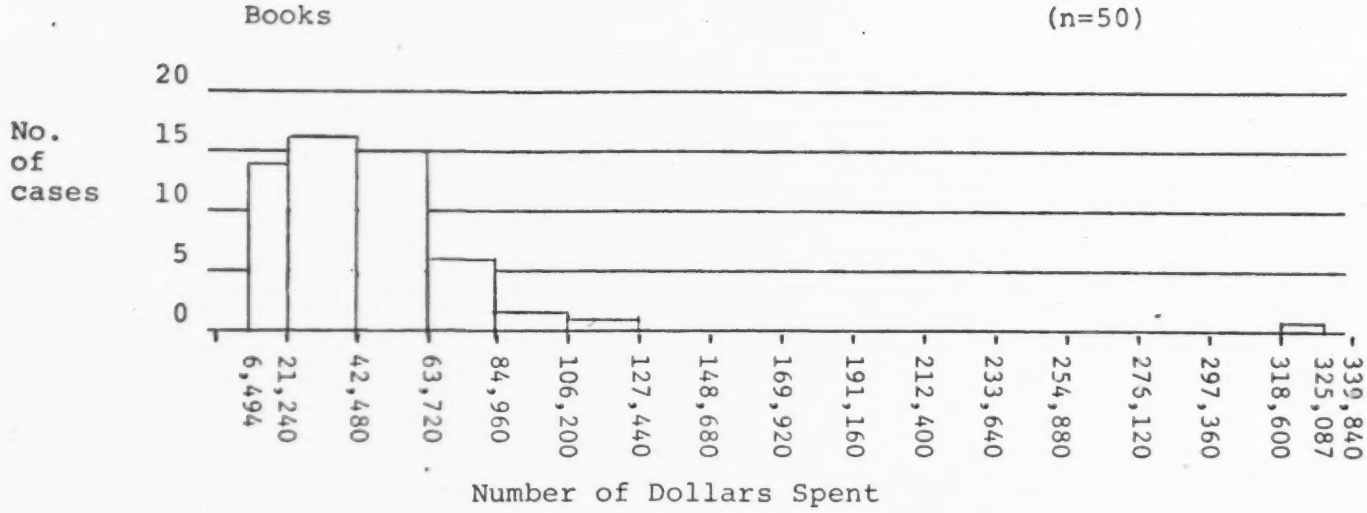
Interval: 1.0

Periodicals per capita - public colleges (n=13)



Number of Periodical Volumes Per Full-Time Enrolled Student

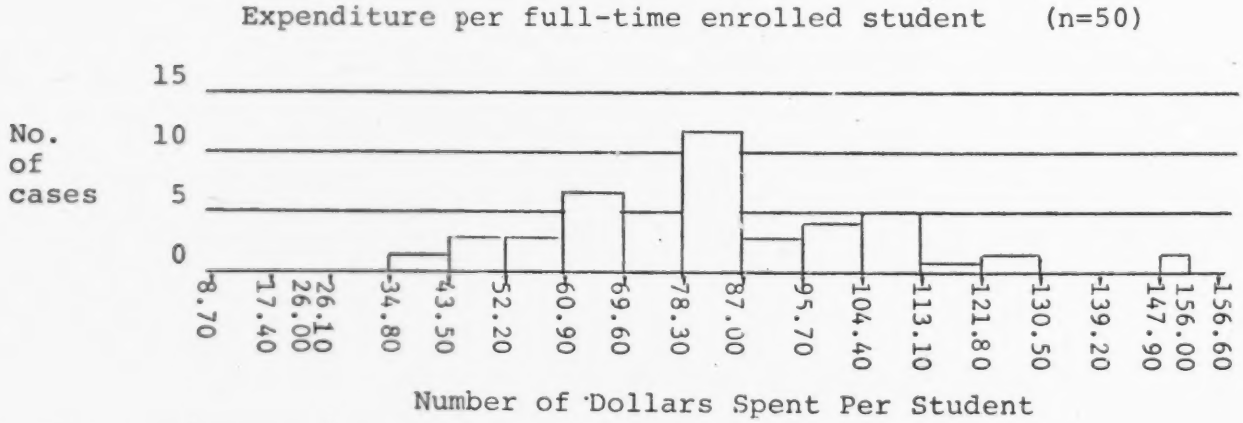
Interval: 1.0



Interval: 1,320

Keeping in mind the suggested range of $50 to $80 as an adequate per capita library expenditure, 12% of the libraries spent less than $50 and 42% spent less than $80. There should be little cause for jubilation, as many of these libraries are in the midst of 'catching up."

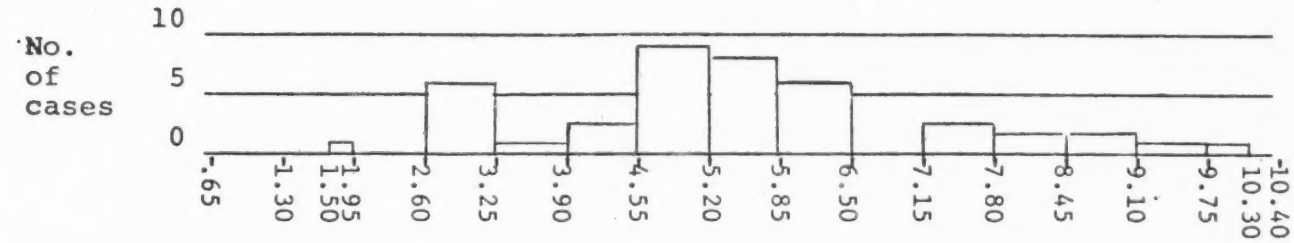
Figure 13 - Expenditure Breakdown



Interval: 8.70

Expenditure as per cent of total college expentiture

(n=43)



Per Cent of Total Expenditure Spent on Library

Interval: .65

The allocation of five percent, or more, of the total educational budget for library purposes is being met by 62.4% of the libraries.

How many staff members should a library have? What standards should a survey employ in evaluating personnel? The answer is simply as many as necessary to accomplish the objectives and goals of the library. This answer seems clear enough, but it is far from easy to apply. Library service is open-ended in character; better service leads to more use and this, in turn, requires still more staff members. Librarians have developed guidelines for the division of staff between professional and para-professional positions. It has been recommended that there should be two supportive staff members for every professional position. ALA standards require a minimum of three professional librarians in an academic library.(7) There are other formulas, based on student enrollment, used to justify additional professionals.

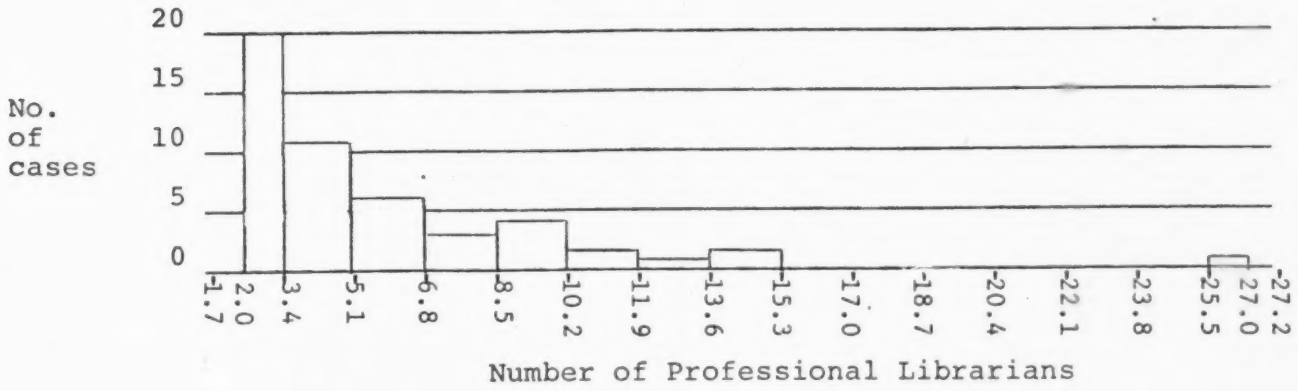
---

(7) ALA Standards for College Libraries, Chicago, 1959

16% of the libraries reported staff of professionals of less than three.

Figure 14 - Staff of Black Academic Libraries, 1968

a) Professional librarians (n=50)



Interval: 1.7

If the standard of two para-professionals for every professional[8] is applied, the picture is rather bleak as only 28% of the libraries had this ratio.

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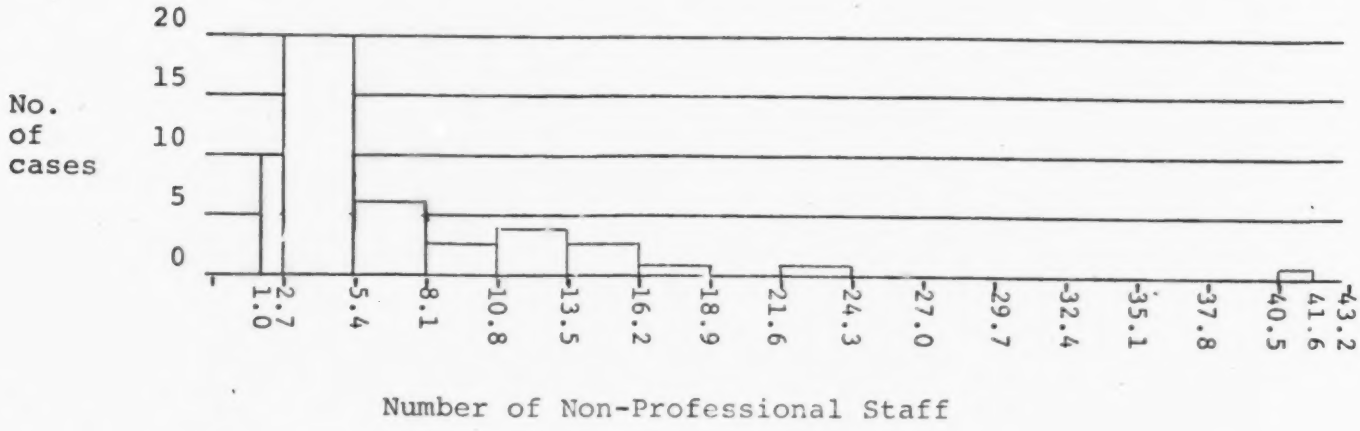
(8) Guy R. Lyle, The Administration of the College Library, 3d ed, H. W. Wilson, New York, 1961, p. 181.

b) Non-professional staff (n=50)

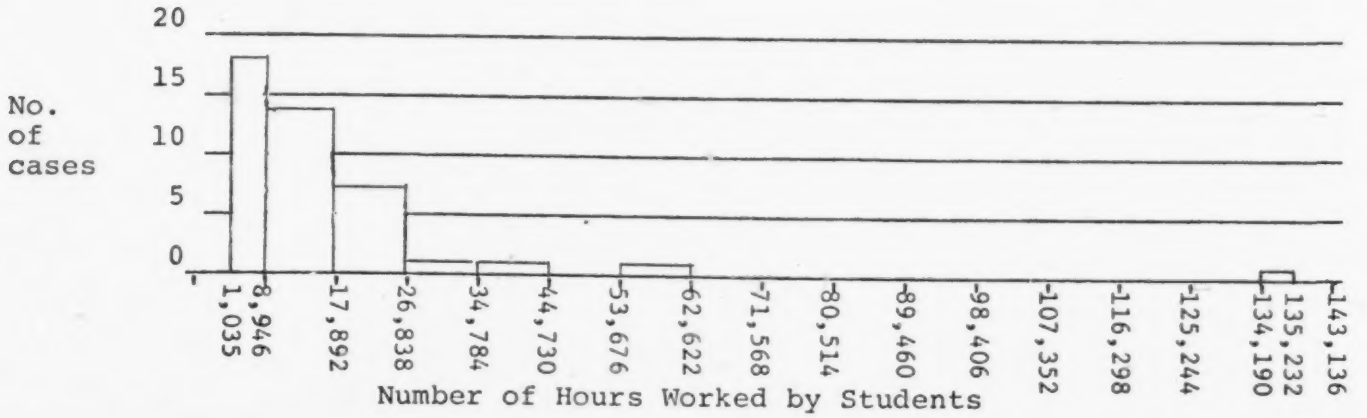


Interval: 2.7

The question arises as to why administrators are reluctant to hire sufficient supportive staff for libraries. With the lack of sufficient supportive staff many librarians are tied down to clerical duties which could be performed more cheaply by para-professionals; thus releasing the greatly needed library expertise to assist students and faculty.

Hours of student help are difficult to evaluate, and many black libraries depend heavily upon this source of manpower.

c) Hours of student help (n=43)

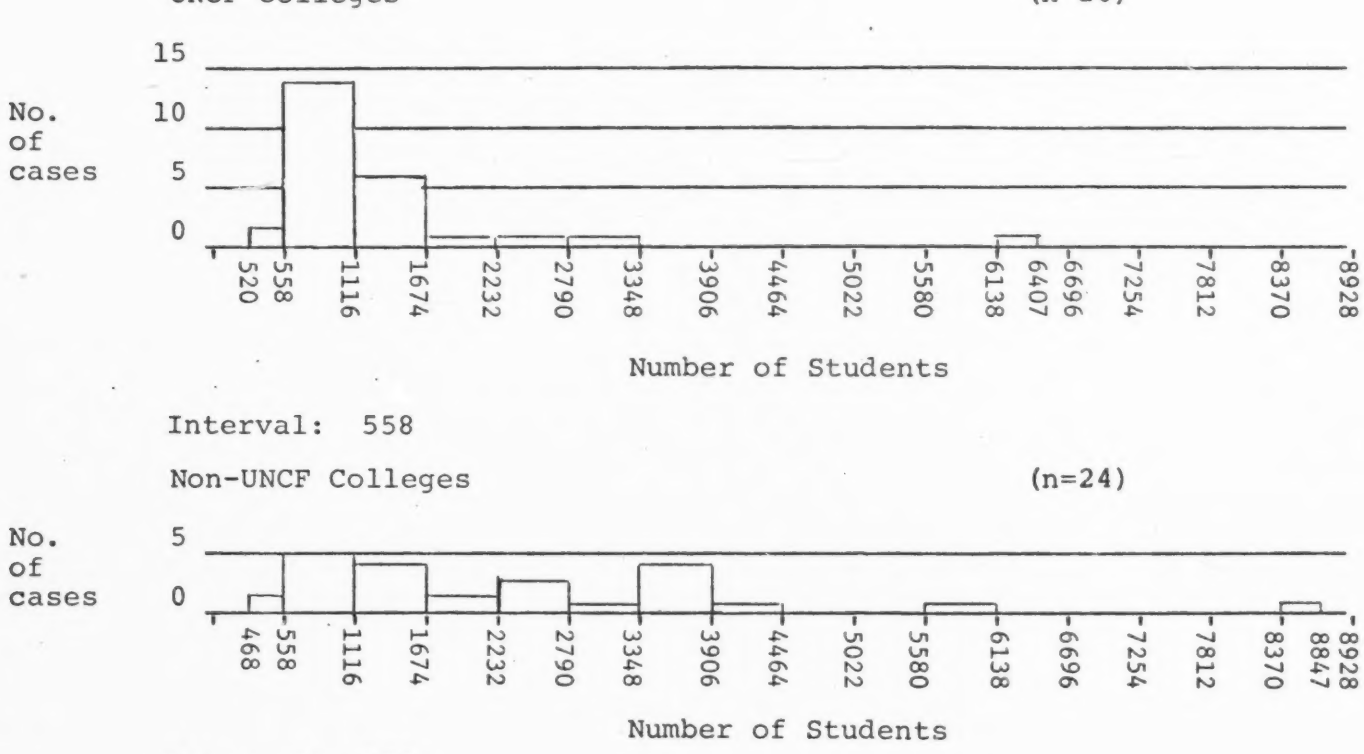


Interval: 8,946

On a whole, privately-supported colleges rated higher in per capita figures than those that are publicly supported; due primarily to the influence of smaller enrollments.

Members of the United Negro College Fund (UNCF)[4] are considered to be the "elite" of black academic institutions. A comparison of UNCF and non-UNCF schools reveals that the non-UNCF school enrollments are smaller.

Figure 8 - Enrollment in UNCF-Supported Colleges vs. Non-UNCF Colleges (public and private), 1968

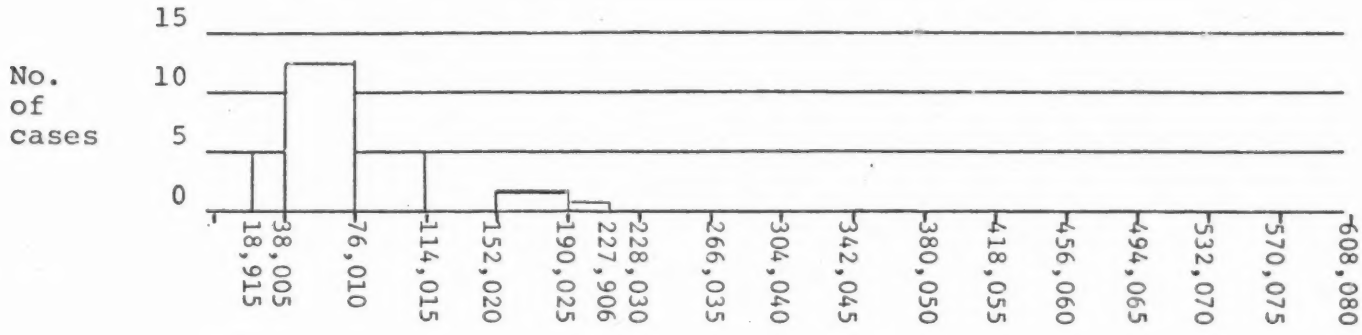


(4) United Negro College Fund is a group of privately supported, accredited four-year colleges which have banded together to carry on fund-raising jointly -- founded in the 1940's, it is the oldest educational "community fund" extant.

A smaller enrollment gives UNCF members an edge in volumes and the non-UNCF institutions picked up extremes at both ends in comparison with figures presented earlier for public colleges.

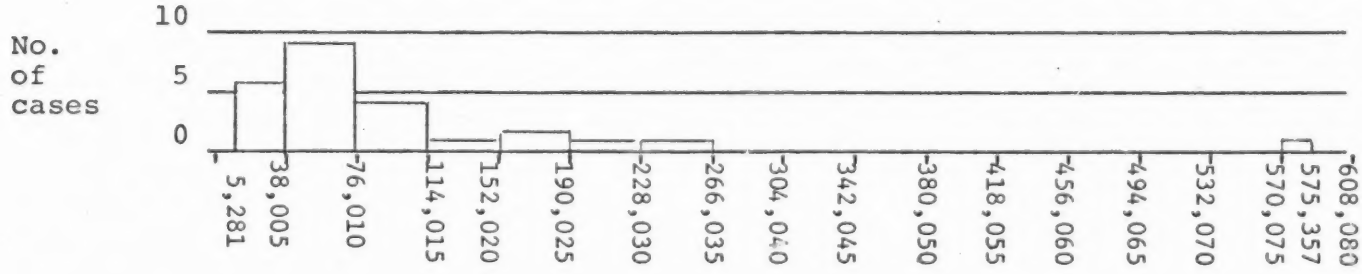
Figure 9 - Collections Reported in UNCF-Supported Colleges vs. Non-UNCF Colleges, 1968

a) Volumes at end of year in UNCF colleges (n=26)



Interval: 38,005

Volumes at end of year in Non-UNCF colleges (n=25)

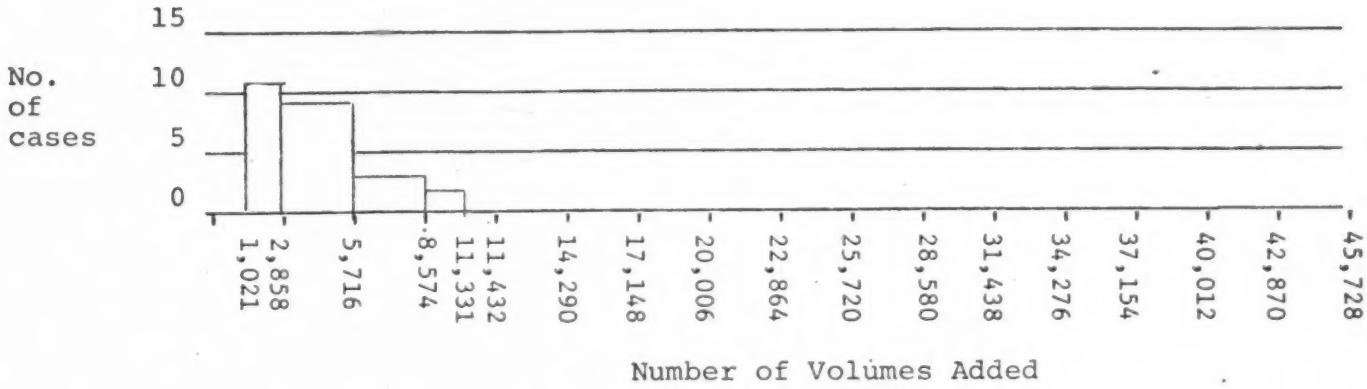


Interval: 38,005

Non-UNCF institutions, with one exception, were small and very poor. (UNCF members must be regionally accredited, and

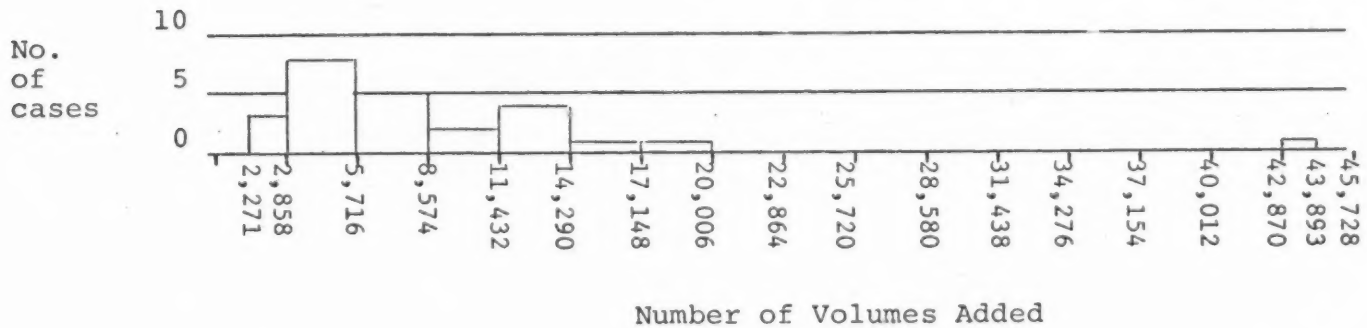
the non-UNCF private schools are usually unaccredited and suffer from the handicaps of unaccredited institutions.)

b) Volumes added during year in UNCF colleges (n=25)



Interval: 2,858

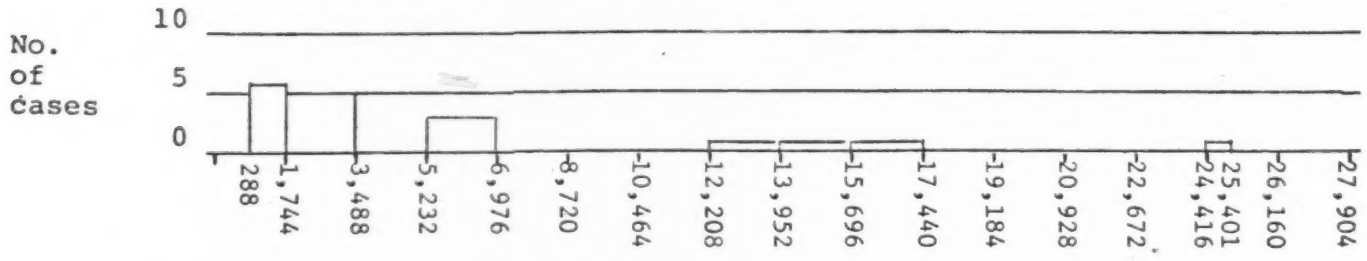
Volumes added during year in Non-UNCF colleges (n=25)



Interval: 2,858

The non-UNCF schools have an edge in volumes added over UNCF members.

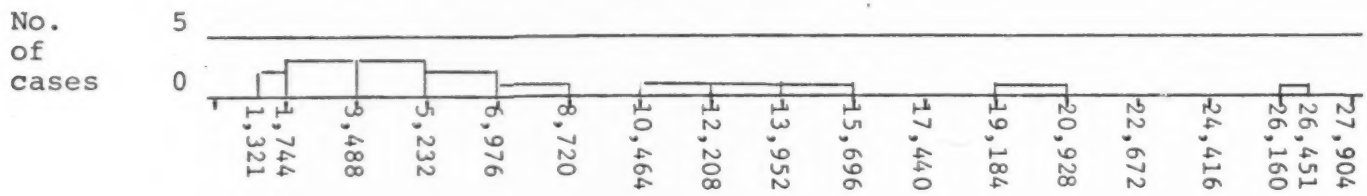
c) Bound periodicals in UNCF colleges (n=18)



Number of Bound Periodical Volumes

Interval: 1,744

Bound periodicals in non-UNCF colleges (n=16)



Number of Bound Periodical Volumes

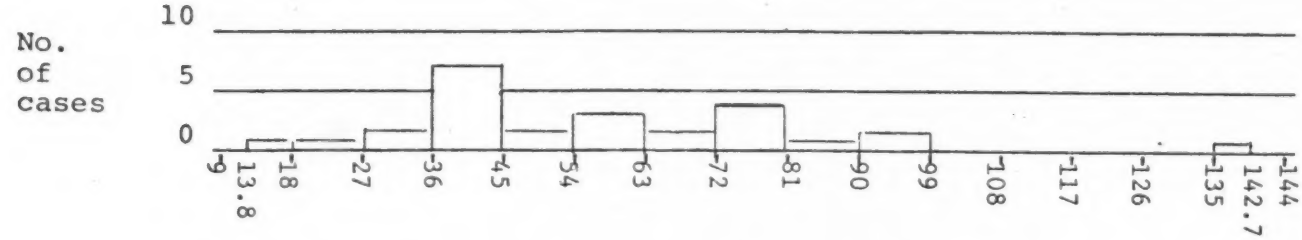
Interval: 1,744

UNCF support does not seem to contribute to the number of periodical volumes held by its members.

The comparison of per capita holdings of books and periodicals again reveals the influence of enrollment and the number of students that the existing collections must serve.

Figure 10 - Collection Per Capita in UNCF vs. Non-UNCF Colleges and Universities, 1968

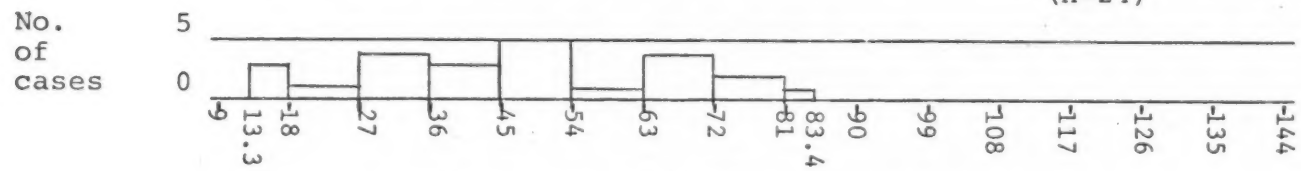
a) Volumes per capita (full-time enrollees) - UNCF colleges (n=26)



Number of Volumes Per Full-Time Enrolled Student

Interval: 9

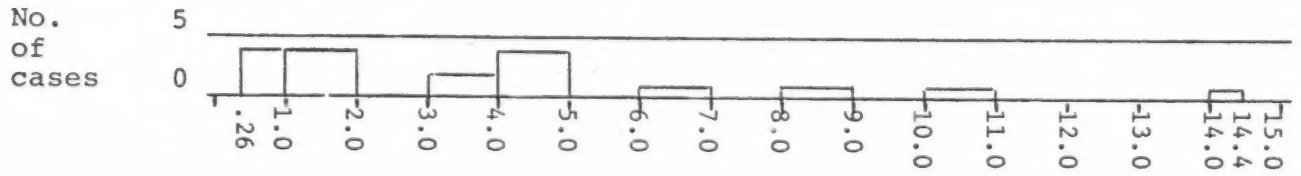
Volumes per capita (full-time enrollees) - non-UNCF colleges (n=24)



Number of Volumes Per Full-Time Enrolled Student

Interval: 9

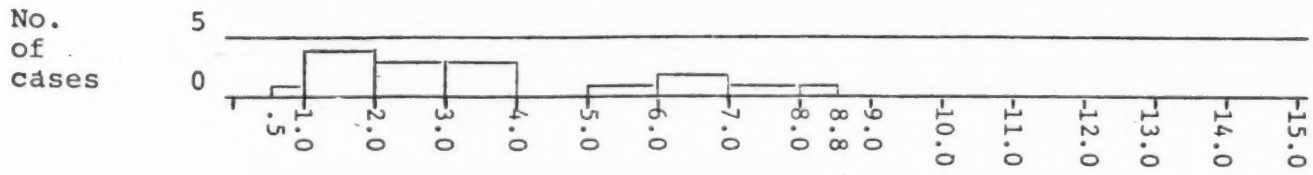
b) Periodicals per capita (full-time enrollees)- UNCF colleges (n=18)



Number of Volumes Per Full-Time Enrolled Student

Interval: 1.0

Periodicals per capita (full-time enrollees) -
non-UNCF colleges (n=16)



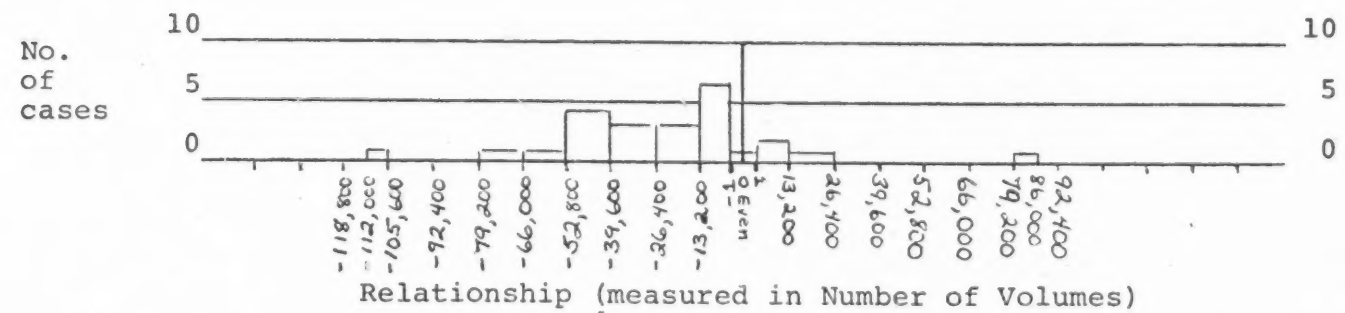
Number of Volumes Per Full-Time Enrolled Student

Interval: 1.0

Minimum standards for academic libraries proposed by the Association of College and Research Libraries of the American Library Association suggest a minimum collection of 50,000 carefully selected volumes to support an enrollment of 600. In this study, "carefully selected volumes" have not been defined, and it is not known if they are held by black college libraries. It would appear however, that non-UNCF libraries are "less low" than UNCF member colleges.

Figure 11 - Relationship of UNCF-Supported College Library Collections to ACRL Standards for Academic Library Collections.

(n=25)

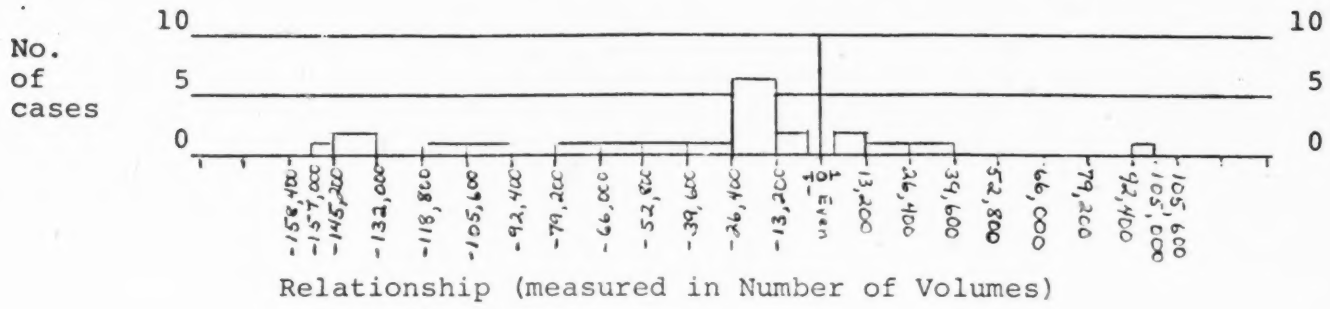


Relationship (measured in Number of Volumes)

Interval: 13,200

Relationship of Non-UNCF-Supported College Library Collections to ACRL Standards for Academic Library Collections.

(n=22)



Relationship (measured in Number of Volumes)

Interval: 13,200

Of the UNCF libraries, approximately 80% did not meet the minimum standard set by the ACRL.

There is a "deficit" of approximately 700,000 volumes to bring the UNCF libraries up to the minimum standard of size of collection. There would be probably a greater "deficit" if the present collections were properly weeded, and only the "carefully selected" items were retained. What would it take to purchase these volumes? Library Journal of July, 1969 reports the average cost of a hard cover book in 1968 was $8.47. It would take approximately 5.7 million dollars at 1968 average book prices to erase this "deficit." A similar picture would probably present itself for the publicly-supported and the non-UNCF libraries.

While, as a general rule, a college library should receive a budget of no less than five percent of the total operating budget of the college,[5] librarians should plan a

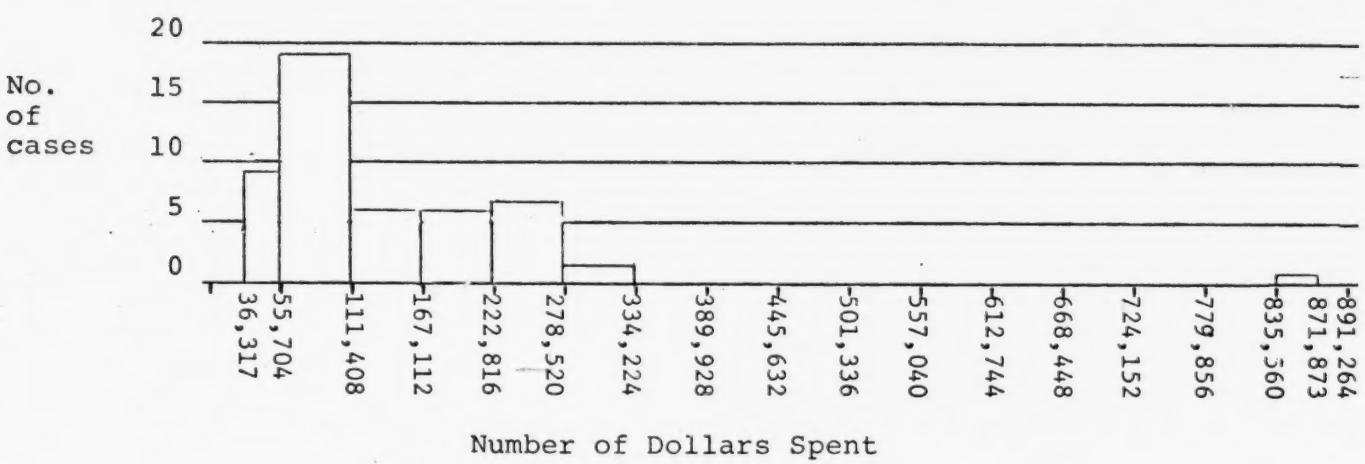
---

(5) ALA Standards for College Libraries, Chicago, 1959.

budget on need. Many institutional budgets are so small that the library's five percent is a pittance. Another method used in checking the adequacy of the library budget is the student per capita formula; that is, an adequate library program requires an expenditure of between $50 and $80 per student.(6)

Library expenditures revealed the disparity of support granted black academic libraries. The greater the amount expended, the fewer the libraries.

Figure 12 - Operating Expenditures of Black Academic Libraries, 1968



Interval: 55,704

Only 6% of the respondent libraries spent more than $100,000 for books.

---

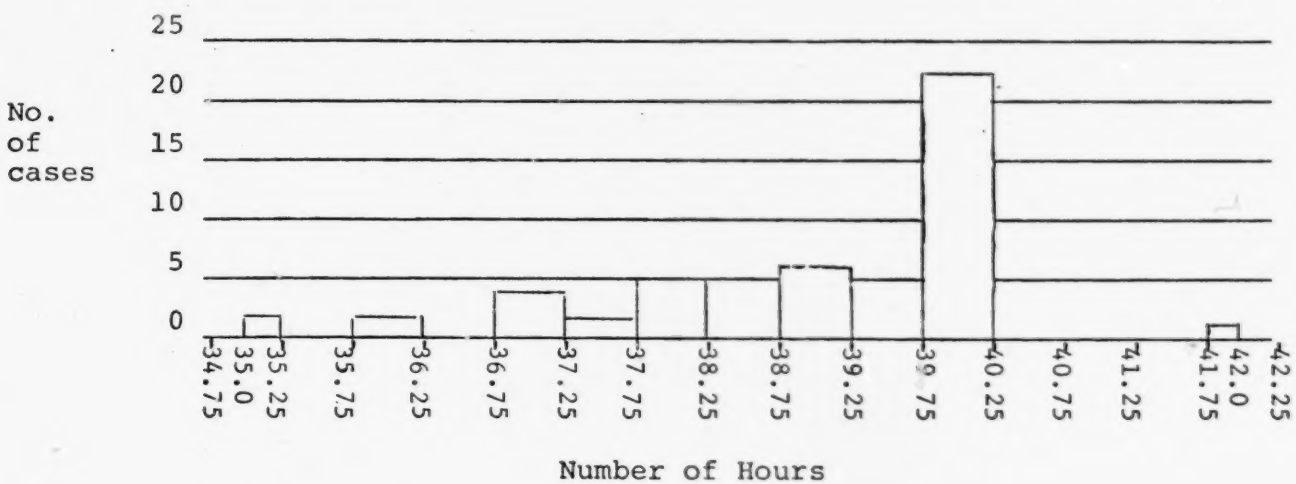
(6) Maurice F. Tauber, ed., Library Surveys, Columbia University Press, New York, 1967, p. 117.

91% of the libraries responding to the question indicated that up to 27,000 student man-hours were put in during the year. If a full-time employee puts in roughly 2,000 hours per year, then student work amounted to the following:

% of responding libraries	Student hours translated into approximate number of full-time employees
42%	.6- 4.5
33%	4.5- 9.0
16%	9.0-13.5

It is realized that the genius of black higher education is represented by this "boot strap" operation of self-help; however, it would be far more desirable to translate some of these expenditures for student wages into the employment of full-time supportive personnel.

d) Work week (n=49)

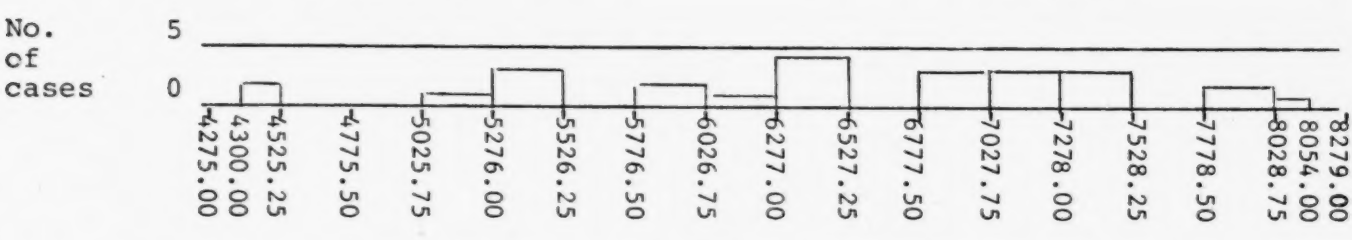


Interval: .50

As Figure 14d) shows, work weeks are becoming shorter. Two libraries reported a 35-hour week, and 37, 38, or 39-hour work week is not uncommon. Most libraries -- 44% -- still have the 40-hour week.

Salaries are not a matter of what should be paid for a given type of work but what the market provides. One study noted that the median salary range for vacancies generally requiring no experience in March 1968 was $7,000 to $7,500. The lowest starting salary was $5,400 and the highest was $8,500 -- all of these salaries required a MSLS degree.(9) Library Journal of June 15, 1969 reported that the average salary for 1968 library school graduates was $7,600.(10) The average salary offered library school graduates as reported in the Library Journal was surpassed by only three libraries, or 12%.

Figure 15 - Salaries of Staff of Libraries in Black Colleges and Universities, 1968, by Occupational Group



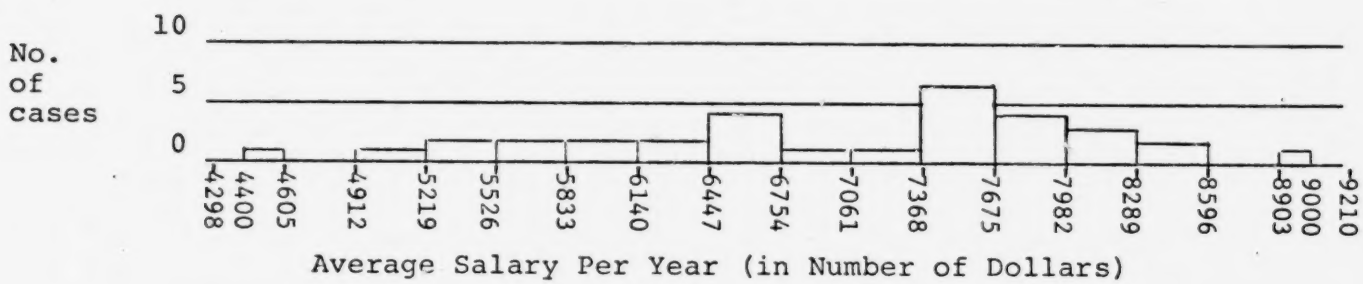
(9) Ruth Frame, "Salaries Reflected in Ads in ALA Bulletin, Library Journal and Wilson Library Bulletin," in Bowker Annual, 1969, pp. 155-163.

(10) Median: $7,488. Range: $4,500 - $16,300. Cluster at $7,000 - $7,500.

Black academic libraries are not in a very competitive position for hiring library school graduates.

As experienced employees are often hired within the salary range rather than at the minimum step it was not possible to ascertain the real hiring rate in the survey of the three periodicals (L. J., ALA Bulletin, and Wilson Library Bulletin). Therefore, the minimum rate was used: the median salary range for vacancies generally requiring the MSLS degree plus experience, for March 1968, was $8,500 to $8,999.[11] Salaries in black college libraries were not competitive.

Professional librarians (excluding Chiefs and Heads of major units) (n=33)



Interval: 307

In terms of a study of average compensation in college and university libraries,[12] most black college libraries would

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(11) Range: $6,200 - $12,000. R. Frame, op. cit.

(12) Peggy Heim and Donald F. Cameron, The Economics of Librarianship in College and University Libraries, 1969-70; A Sample Survey of Compensations, Council on Library Resources, Inc., 1970, p. 13.

fall between the lowest quartile and the median, in the "small libraries" category. In other words, 50-75% of small academic libraries pay more.

The black colleges are making a considerable effort by themselves to overcome the deficiencies of their libraries. As these colleges increasingly use a greater variety of teaching techniques other than textbooks and lectures, and as their faculty members increasingly attempt to keep up with advances in their fields, the black colleges will need even more extensive support to remedy their deficiencies. The present condition of library services in most of the black colleges can be summed up in the statement that the physical facilities are in general more adequate than the books, journals, films, records they contain, or the number of library staff. The situation is about even between the privately-and-publicly-supported institutions, with the UNCF libraries having a slight edge. Their collections and staff need extensive strengthening to rectify a history of insufficient support and to help lift instruction and learning out of ritual and routine.

WRITTEN TESTIMONY OF ANNETTE L. PHINAZEE TO THE
NATIONAL COMMISSION ON LIBRARY AND INFORMATION SCIENCE
SUBMITTED PRIOR TO ITS SOUTHEAST REGIONAL HEARING
ON 7 MARCH 1973

My statement addresses itself to the Commission's goals in the areas of user needs and adequacies and deficiencies of current services.

The lack of attention to the needs of African-American library users and the inadequacies and deficiencies of current services to persons who are interested in materials by and about black people are well documented. Adequate library services include provisions for the selection, acquisition, organization, and dissemination of information:

1. Selection of African-American materials has improved, but there are still gaps that may be attributed to the narrow subject range of materials available, the small number of writers and original works, and the bias of selectors.

2. Acquisition of materials has been constrained by high costs, particularly of reprints, and low budgets of libraries.

3. Organization of materials has been handicapped by the indifference of many who have rich collections, and the lack of support of others who are interested. There is no national center for the organization and preservation of African-American materials. Even the Library of Congress and the Smithsonian Institution were late in demonstrating their interest and are still not placing sufficient emphasis upon this area.

4. Dissemination of library materials of any kind was denied to the majority of African-Americans until the 1960's. This is still the situation for many. For those to which services are now legally accessible the second step of reaching out has not been made--facilities and personnel are inadequate, patrons have not been motivated.

As a library educator, I have observed the need to develop librarians who are committed to reaching out, sensitive to the needs of all persons, and qualified to give superior service. All librarians who serve black people do not need to be African-Americans. However, my experience with users and employers is that it is desirable to have many more black librarians than we now have relating to black patrons, interpreting materials, and generally contributing to the "open" image of libraries.

Librarians who are more informed than I am can give specific figures to show that the proportion of black librarians is much too low. Some observers have expressed the opinion that predominantly white library schools have failed to recruit the number of black librarians required, and that there is a need for more than the one accredited black library school that exists. Some of the needs of schools such as ours are:

1. supplementary financial support
2. a larger supply of qualified teachers with doctoral degrees
3. more effective recruiting programs
4. curricula and instructional methods that are more relevant to the needs of African-Americans.

As a librarian, I share the views of the staff and participants in the African-American Materials Project who submit the following statement:

Our Project is a consortium of black academic librarians in Alabama, Georgia, North Carolina, South Carolina, Tennessee and Virginia. We are attempting to coordinate the holdings of African-American manuscripts, archives, newspapers, periodicals, theses, pre-1950 imprints, and oral history records that are available in these six states.

We have found that the whole area of the contributions of the black man in the arts has been relatively untouched. The publishing of the descriptive records in this field is another oversight on the part of the library and information science leaders.

A nucleus for a regional center has been developed through this project and there are findings from the experiences of this group that have implications for a national program or several regional programs. If the Commission is seriously interested in the "adequacies and deficiencies of current library and information services", a project such as AAMP expanded nationwide for African-American and other minority materials would be a "must" if this goal is to be realistically attained.

Hsiu-Yun Keng, MLS, Director
Resident/Staff Library Services
Education Department
Whitten Village Division
So. Car. Department of Mental Retardation
Clinton, S. C. 29325

I. Users

There are more than 6 million Mentally Retarded people in the United States.[1] They weigh heavily on the other millions, such as family members, health professionals and volunteer workers, engaged in helping retarded persons.[2] Federal spending in this field is estimated at $668 million in fiscal year 1972.[3] At the present rate of occurrence, more than 4 million of the 142 million children who will be born in America between now and the year 2000 will be retarded.[4] President Nixon, in his statement from the White House following a November 16, 1971 conference with members of the President's Committee on Mental Retardation, pledged continuing expansion of support and invites all Americans to join him in commitment to these major goals:[5]

1. To reduce by half the occurrence of Mental Retardation in the United States before the end of this century.
2. To enable one-third of the more than 200,000 retarded persons in public institutions to return to useful lives in the community.

In order to assist in the achievement of the above goals, we must consider at least 85% of the six million retarded persons presently living in the United States as potential users of library and information services. Most residential facilities for the mentally retarded have either no library and informational services or only a token library. According to Matthews "Library Information Service Programs in Residential Facilities for the Mentally Retarded[6], South Carolina State Library Second Annual Report[7] and South Carolina State Department of Mental Retardation Annual Report, 1970-1971[8] a statistical analysis of institutions

show: (Data from 132 State Supported Institutions for Mentally Retarded in 1970)

Total Residents of 132 Institutions: 167,963
Total Employees of 132 Institutions: 95,581
Total Library Staff: 139 (only 20 are professional)
Library staff per total residents and employees: 0.527/1,000
Library budget per total Residents and employees: $730/1,000
Books per Resident: 1165/1,000 (Public elementary schools require at least 10 per pupil)

We find from the above analysis that mentally retarded persons are neglected as potential users of library and information services.

According to Civil Rights Acts, the mentally retarded in their communities and in institutions should be considered as persons whose particular information needs demand special attention.

II. Adequacies and Deficiencies of Current Library and Information Services

In the experience we have had at the Whitten Village Library, we have found that mentally retarded persons can use the library if the library has enough materials and programs appropriate to their needs and interests, and if the librarian and his staff give them the right kind of resources and assistance. Federal grants which provide funds for books and other appropriate multi-sensory, adaptive self-enrichment materials (including photographs, transparencies, casette recordings, video tape, tactile and olfactory stimulation materials, filmstrips, movies, newspapers and magazines of appropriate reading/interest levels) are absolutely essential as the library's contribution to a balanced, integrated total program aimed at useful living in the community. No longer can such multi-media materials be thought of as "luxuries" to be provided if funds are available, but rather as a critical component of developmental and enrichment programs.

Empirically and categorically we can state that the services our library program provides, although unique, are minimal in terms of total needs. The present nature

and the evolution of our program are described in the following paragraphs.

Whitten Village is a state supported residential facility for the mentally retarded. Having a resident population of nearly 2800 and 1200 employees, this division of the South Carolina Department of Metnal Retardation covers 1800 acres near the city of Clinton, South Carolina.

In 1968, Whitten Village, after a thorough study of user needs by the Education Department, began to actively promote Library Services. Funds were requested through Title IV-A of the Library Construction Act (now Title I, Project VI-2-A), Title II P.L. 89-10, and Title I, P.L. 89-313. These together with State aid through the budget aided in enhancing our service abilities. The South Carolina State Library also aided us immensely in extending our professional service through the use of their ERIC microfiche holdings and other user services. In addition we have been privileged as a legally constituted school district to take part in a federally funded research project sponsored by the S.C. Department of Education and HEW. This national pilot program called a "Research Information Unit" (R.I.U.) has proven to be of great benefit to our professional educational staff in conjunction with other library services and should be continued.

During 1970-71 a new library was added (1600 square feet) as part of a new wing to the school for the Educable Mentally Retarded. At the end of 1972, this new facility had a collection of 10,000 volumes, 9,000 of which are for use with all levels of the mentally retarded. Many are high interest-low vocabulary books, picture books, or elementary level literature. The remaining 1000 are professional books in the field of special education. In addition the library contains 1,000 filmstrips, 158 filmloops, 404 recordings and 500 other items of A-V materials. The Library is also a branch of the North Carolina-South Carolina Regional Depository for the Blind and Physically Handicapped since many of our residents qualify for services. As such it keeps on hand some 400 Talking Books on records

or cassette tapes as well as the accompanying equipment needed for their use.

Under the direction of the professional Librarian and his staff of two certified special education teachers and a clerical person, the Department of Education has initiated many varied programs, the most important of which is the change in the traditional concept of "The Library." Quiet is no longer demanded of library users but an attempt is made to give them a feeling of freedom. They may laugh, cry, play, brouse, talk and walk around. They may read books, magazines and newspapers or simply examine pictures, displays, models, watch color T.V. or listen to Talking Books.

The mentally retarded residents of this facility, although inferior in learning ability, are being programmed intensively. The normalization principle is lavishly administered and in this regard, the residents have come to look upon the library personnel as their close friends who can and will help them when they visit. Each resident may check out 2 books at a time and change them as they have been read. More than 200 volumes are checked out daily; however, surprisingly few are destroyed or lost. Students of four special purpose schools of this residential institution have regular access to the various facilities of the library. This includes 40 hours weekly of "story-hour" or puppet shows, prepared and presented by teachers on the library staff. These activities are coordinated with regular classroom teachers so as to suit the interests, level of understanding, and present curricular activities of each class. Fundamentally, library visits are designed to be inherently rewarding, reinforcing, and pleasurable.

Since the mentally retarded have fewer inner resources than the "normal" child and limited imagination, and self-direction, stimulation must come from external sources. They retain learning when they have been actively involved.

Therefore, participation in the story hour activity is stimulated where applicable by a discussion of the story that has been, (under our multi-sensory approach) seen, heard and, with some of the newer story books, even smelled (via "scratch and sniff" technique).

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1. Mental Retardation News, Volume 20, No. 10 (Dec. 1971), P.1.

2. Ibid.

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Abstract:

Mr. Philip S. Ogilvie
Administrator
Office of State Library
Raleigh, North Carolina

Concern: Serving persons in rural areas in a society experiencing migration to the cities.

5 of 6 Americans born in rural areas will migrate to cities. The abilities they take with them to sustain themselves and to exericse their rights and duties as good citizens will be those abilities learned in their rural homeplace.

To neglect rural America by depriving it of good schools and/or good library services is to undermine the quality of life and the practice of good citizenship in urban America just a few years hence.

NCLIS should pay attention to the needs of rural America for its own sake and for the sake of urban America.

Questions:

1. How would you balance the priorities of need among library development in rural areas, service to the urban disadvantaged, and the creation of systems to deliver information needed for practical and scholarly study?

* * * *

Concern: Interlibrary Cooperation

Three national trends to be assessed (from a paper by Robert Jordan of Federal City College):

1. People everywhere, especially the young, are ignoring institutional boundaries acting on the assumption that all resources should be for all.

2. The need for quick access is growing as problems become more complex.

3. Yet, budgetary limitations are constraining.

Cooperation is simply putting the pieces of our information resources together in a new way in order to serve a broader clientele. We may need only to broaden the base of cooperation that exists, i.e., union catalogs, etc.

(over)

Cooperative activities in North Carolina--

The University of North Carolina has always served all, not just academic. A union catalog was begun back in 1935 between Duke and UNC. LSCA brought a rapid communications system connecting public, academic and state libraries. Good public relations programs, especially with political candidates, helped raise state funds for cooperation. In the future lie electronic communications and transmission ties between user and resource.

Questions:

1. Please describe further your public relations efforts that influence citizens and their elected representatives to support library cooperation. Particularly, please tell us of your relations with campaigning candidates.

2. How does LC fit into your picture of library cooperation?

LIBRARIES AND GOOD CITIZENSHIP

Recent years have seen a much needed emphasis on more and better educational services including libraries in the inner-city or ghetto areas of sprawling, urban complexes. Goals have been to increase accessibility to such services and to present them in such a manner as to appeal to and meet basic needs of residents of blighted areas. The desirability of moving in these directions is obvious for opportunities for self-fulfillment and promotion of good citizenship are but two of many valuable results of such activities.

Public libraries in particular are a means to these desirable results among the disadvantaged. Meredith Bloss (New Haven, Connecticut), Harry Brinton (Jacksonville, Florida), Edwin Castagna (Baltimore, Maryland), Ken Duchac (Brooklyn, New York), Clara Jones (Detroit, Michigan), Allie Beth Martin (Tulsa, Oklahoma), Carlton Rochell (Atlanta, Georgia), and others with dedicated support of generous and visionary professional and paraprofessional staff members have proved that. Understanding that self-respect and self-fulfillment are the foundation stones of good citizenship they have made their institutions and their services avenues of personal progress and supports of good citizenship in different but effective ways.

British philosopher Bertrand Russell once said, "a man is equal to that which he understands." Arthur S. Owens, former City Manager of Roanoke, Virginia and past president of the International City Managers Association, applied that profundity in a special way to good libraries and good citizen-

ship when he said in 1960, "a man is equal to exercising the rights and privileges of citizenship only insofar as he understands them. Herein lies another reason why a good public library must be equal to the needs of every man. It must be, and is, the kind of institution through which every citizen might find his way to an understanding of the arts of good living and the obligations of good citizenship. It must, and it does, lend itself to the purposes of self-fulfillment for all persons who use it, and in so doing it lends itself to the fulfillment of our national purposes." (ALA Bulletin, June, 1961, p. 552).

What philosopher Russell and City Manager Owens have said certainly applies to the application of flexible public library service in urban America and particularly in those overcrowded, underprotected, too often neglected areas generally known as ghettos. Certainly, also, as a State Librarian with an extensive background in the administration of urban and rural public library systems, I recommend and encourage every conceivable extension of public library services to urban dwellers most needful of them. In the meanwhile, it seems basic to me to ask where these inhabitants of urban slums started out in life. Is it not the case that many of them came into their present locations from rural America? If this is so, is it not imperative that we look at rural America today as not only the possible but the probable contributor of many of the future inhabitants of our nation's urban centers? This likelihood certainly deserves serious consideration in any examination of public library performance in our nation and any establishment of public library priorities throughout the nation.

It has been estimated that at least five out of six Americans born in those areas presently classified and likely to remain rural in character will, upon obtaining young adulthood, migrate to America's cities. The abilities

they take with them to these new environs to sustain themselves and to exercise their rights and duties as good citizens will be those abilities learned in their rural homeplace. Which is to say that to neglect any portion of rural America by depriving it of good schools and/or good public library services is to undermine the quality of life and the practice of good citizenship in urban America just a few years hence.

Sociologists and demographers can expand upon these thoughts more adequately than I, but I feel an obligation to call to your special attention the fact that not all of urban America's problems begin in our big cities. It is my hope that the National Commission on Libraries and Information Science will give special consideration to the needs of rural America for the sake of rural America but also, and perhaps especially, for the sake of urban America where the children born in the country will be very likely to end up with limited ability to cope with urban challenges including the exercise of good citizenship.

Philip S. Ogilvie
Administrator
Office of State Library
State of North Carolina

January 26, 1973

INTERLIBRARY COOPERATION: THE KEY TO SUPPO: T

PHILIP S. OGILVIE

Mr. Ogilvie is the state librarian of North Carolina.

When a man who has earned a fortune give it away or throws it away, there is likely to be some grumbling, es, cially if one hoped to be among his heirs. At the same time there · some tolerance of his actions, for it is generally, if grudgingly, ac.. vledged that having worked hard and long to acquire his material wealth entitles a man under normal circumstances to determine its disposition.

When, however, a man inherits a fortune only to lose it through neglect or squander it in poorly conceived, h. tily fabricated projects both grumbling and grudging tolerance g: / to raw disgust. Despite the fact that the Good Book pleads elo.. ly for the wastrel to be given a second chance, his indifference o: his incompetence seldom find any justification or even mere ceptance in the eyes of his peers. His last fig leaf withers and falls under searing blasts of criticism to leave him exposed as a pra.. - of masquerade. Which is to say that his pretensions of ability .. leadership peel away like a poorly bonded veneer, and the kindest oss that can b substituted for it is to suggest that he is probably ill.

I make these points not because I have a big heart of solid stone, but because I am a librarian as you are and because all of us need to be reminded often that we are beneficiaries lon; line of illustrious and productive predecessors in the field of librarianship. We are indeed the inheritors of a great fortune amassed across many centuries and collected from many tribes and nations on every continent. Ours is the task and the privilege of investing that fortune wisely on today's market so that it will remain viable and prod ive. Long gone are the days of independent hoarding and guarding of the treasures over which we preside. Also behind us are the times when investment for small dividends in a limited market could be complacently accepted by our patrons or our peers. We hold our inheritance in a time of rapid change that demands daring investment in an open market with freedom to exchange. God help us if we lose our treasure through neglect or render it impotent through mismanagement.

Interlibrary Cooperation—"Essence of Survival"

The stock that can pay the greatest dividends for libraries in our day is known as interlibrary cooperation. It has been on the market for some years, but only now is it being recognized as of the very essence of survival for libraries of all kinds. Indeed this recognition has come almost too late, and in some areas the wells of support have begun to run dry.

In an abstract of his paper, "Info-U (Information Unlimited)," delivered at the 1971 ASIS Conference in Denver, Robert T. Jordan of Federal City College, Washington, D. C., has this to say:

> There are three pervasive trends that must be reckoned with and reconciled in assessing the future development of information resources:
>
> (1) People everywhere, and young people in particular, are ignoring artificial institutional boundaries in fulfilling their informational needs. Increasingly they are acting on the assumption that all information resources should be available to all.
>
> (2) The need for quick access to information is growing as school, job, personal and community problems become even more complex and perplexing.
>
> (3) Yet, budgetary limitations are constraining.
>
> In the face of these three dominant trends, it is imperative that a reassessment and a reordering take place to drastically increase the effectiveness of our informational resources. We cannot continue to build in a profligate fashion, without coordination, without guaranteed performance. The time is long overdue for a reordering of priorities, for introducing new concepts of effectiveness. Nothing mysterious is required; all the pieces are already "on the shelf" — they merely need to be put together in a new way.

The point is simply that interlibrary cooperation is nothing more nor less than putting the pieces of our information resources together in new ways so that they serve a broader clientele. A man expects access to the information he needs regardless of where it is. He expects that access to be reasonably rapid. He will not continue to support all or parts of systems that deny him rapid access to information that he needs when he needs it, wherever it may be and wherever he may be. Interlibrary cooperation is, therefore, a key to support.

Interlibrary cooperation has indeed been on the market for some time. The Union Library Catalogue of Pennsylvania like North Carolina's Union Catalog has been in active use for more than a third of a century. The issue now is to improve access to these catalogs — to broaden their bases and their effectiveness. Other states, too, have embarked on interlibrary cooperation endeavors over the years. There are many examples of effective interlibrary cooperation. In the interest of time, however, I will talk only of interlibrary cooperation in North Carolina and how it is paying off.

Early Activities in North Carolina

Interlibrary cooperation is a long story in North Carolina. It is a many faceted story that reaches way back in the library history of the state. Only the highlights of such a story can be mentioned here. They will be sufficient to indicate a trend — a way of thinking about libraries in North Carolina — that has made the current nationwide emphasis on interlibrary cooperation merely a reordering and enlargement of an established pattern.

In the early part of this twentieth century, the librarian of the University of North Carolina recognized that the taxpayers of the state had a stake in the tax-supported library which he administered. Because of this he considered that his library had responsibilities not only to the academic community of the university, but also to any taxpayer who might turn to it for help. He deliberately built an extension collection to be circulated freely by mail to any state resident seeking such services, and the university library provided such services for more than fifty years.

Also early in this century the North Carolina Library Commission was established to promote the development of public libraries throughout the state and to provide public library service by mail and traveling book collections where public library service had not yet been established. From its very inception the Library Commission adopted the attitude that the University of North Carolina Library was a partner in service to the public at large. The team theme was stressed. The intent was clearly to complete rather than compete, in providing a pattern of service that would leave no man without at least a minimum of the library assistance he might need.

This kind of interlibrary cooperation among academic, public, and state library agencies persisted until 1956 when the North Carolina Library Commission and the old State Library were united into a single agency, the North Carolina State Library. At that time the University Library ceased providing direct loans of materials to persons not part of the campus community and directed its energies along with those of the new State Library to the development and promotion of other forms of interlibrary cooperation that promised even more benefits for North Carolinians in general. Interlibrary loans became part of the new emphasis and the North Carolina Union Catalog gained greater stature as a supporting element in that new emphasis.

The Union Catalog

The North Carolina Union Catalog began in 1935 as a cooperative venture between the libraries of the University of North Carolina and Duke University, the two strongest libraries in the state. These two university libraries, one private in Durham, the other public in Chapel Hill, are only nine miles apart in what is known as the Research Triangle area of North Carolina. They initiated the Union Catalog as one part of a plan to develop and share separate subject strengths. A few years later they welcomed the addition of the North Carolina State College (now also a university) of Raleigh to participation in the Union Catalog. And, in the forties more academic libraries and some

major public libraries began participation.

The fifties saw further growth in the North Carolina Union Catalog because of State Library-sponsored special collections in public libraries all across the state, and the sixties saw more of the same plus complete incorporation of the State Library's own catalog into the Union Catalog. The seventies are seeing the addition of certain special libraries and the libraries of two-year colleges and technical institutes to the catalog, and already more than a million and a half titles can be located through this valuable tool which is now in process of being microfilmed with the intent of duplicating it and making it available in other locations.

Improving Communication

Since the University of North Carolina Library got out of the extension business in the late fifties all public library requests for interlibrary loans have been directed to the State Library and filled from State Library resources when possible. Requests exceeding State Library resources have been referred by teletypewriter exchange (TWX) to the Union Catalog for locations, and the State Library has then notified the requesting library of said locations of needed materials. This saved some time over total reliance on postal services, but it was still too slow for an age of rapid development and drastic changes. Besides that it was not often used for reference requests, and it certainly was, and still is, the case that too many of North Carolina's smaller public libraries lacked the materials and personnel resources to cope with some serious informational requests. Thus it happened that Library Services and Construction Act Title-III funds were thought of immediately as contributing to faster and broader cooperative exchanges and assistance among libraries of all types by improving communications among them.

In 1968, the State Library directed some LSCA Title-III funds to strengthen the Union Catalog and most of the remainder to the installation and operation of Inward Wide Area Telephone Service (IN-WATS) connecting public libraries to the State Library. All other types of libraries in a given locality were to be provided access to the line through the public library. At the same time TWX equipment was installed at the Duke University Library and costs for TWX there and at Chapel Hill were assumed by the State Library as compensation for assistance with reference questions and interlibrary loans where such requests exceeded the resources of the State Library. A policy was established that the IN-WATS line would be answered at all times by a professional librarian or by a recording device when the State Library was closed. This had the effect of making the weakest libraries in North Carolina as strong as the strongest, and this was explained in appropriate detail to all candidates for the state legislature who were urged to use their local public libraries as source of or link to any information they might need for speeches or other purposes in connection with their campaigns. Many of them did so, and those who were elected came to Raleigh with a new awareness of the value

of libraries singly and in cooperation with each other.

Extending Network Access

In the meanwhile, in May 1968, the State Library worked out an agreement with the Association for the North Carolina Regional Medical Program to provide physicians with access to Medical Library Extension Services through their local public libraries to the State Library via IN-WATS and thence by TWX to the three major medical libraries in the state. This won for local public libraries, the State Library, and the medical libraries the additional support and influence of medical men throughout the state. This circumstance added to the influence of the North Carolina Library Association and the North Carolinians for Better Libraries and led the 1969 legislature to increase state aid for public libraries by one and a half million dollars for the 1969-71 biennium. The legislature also strengthened the State Library by doubling its book budget, increasing its staff, and adding to other items for a total biennial increase of approximately $280,000.

In April 1969, the direct access to the IN-WATS line was granted the libraries of all four-year colleges and universities, and in April 1970, the line was made available to thirteen special libraries in the state. Candidates for the 1971 General Assembly were informed of the increased access to the North Carolina Interlibrary Services Network of which IN-WATS and TWX were the primary communication links. Again they used these services for information pertinent to their campaigns and again interlibrary cooperation was the winner, for the 1971 legislature added for the 1971-1973 biennium another $400,000 to state aid for public libraries, another $286,512 for increasing staff and otherwise strengthening the State Library, plus $273,030 especially earmarked for further expansion and improvement of the North Carolina Interlibrary Services Network.

In October 1971, direct network privileges were granted librarians of all two-year colleges and technical institutes in North Carolina. In the spring of 1972, candidates for public office were informed of these added points of access to information available to them and to all citizens, and many of these candidates availed themselves of these services and demonstrated to themselves in a very personal way the value of the assistance of professional librarians, rapid communication, and interlibrary cooperation to any and all who need ready access to information or materials resources. In the 1973 General Assembly they will listen knowingly to appeals for support strengthening local libraries of all kinds and strengthening the network that unites them in a team effort. They will understand that interlibrary cooperation or library resources sharing makes the money spent on libraries many times more effective than dollars spent on libraries bent on going their own separate ways.

"The Wave of the Future"

More interlibrary cooperation, especially networking electronically, is the wave of the future as we see it in North Carolina. It is the

key to better service and additional support. Somewhere down the library road in our state, and not too far distant, I believe, there are microfilm, tele-facsimile and computer applications for interlibrary cooperation or resource sharing. There is not time now to spin our dreams out for you to review in detail, but we dream, confidently knowing that the services we can provide through interlibrary cooperation will merit the support we will need to improve upon them through still further cooperative efforts.

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Abstract:

Mr. Edward F. Sintz
Director
Miami-Dade Public Library System
Miami, Florida

Concern: Non-traditional learning programs within the library.

There has been a slow but definite trend toward removal of the barriers to educational opportunity for adults. Libraries are a natural focus for non-traditional approach to higher education.

NCLIS should evaluate current programs:

a. College Entrance Examination Board programs promoted in some public libraries.

b. Independent Study Project in Dallas Public Library.

c. "Office of Library Independent Study and Guidance Projects," CLR; National Endowment for the Humanities, OE; CEEB joint project.

NCLIS should consider and support the full development of libraries as community learning centers.

Questions:

1. What role do libraries play in independent study programs in terms of personnel materials, space, etc.?

2. What other kinds of non-traditional learning could libraries sponsor?

3. Who instigates the inception of these programs?

4. What additional benefits would result from library cooperation with schools and community colleges in towns where these learning programs exist?

Testimony Submitted
to the
NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

The National Commission on Libraries and Information Science, in planning the library and information needs of the people of the United States, should give considerable thought to the significant changes taking place in higher education and their direct relationship to public libraries. There has been a slow but definite trend toward removal of some of the barriers to equal access to educational opportunity for adults. It relates directly to both goals I and VI of the Commission.

This trend is exemplified by such developments as the "Open University" in Great Britain, the external degree in America, college-credit-by-examination programs, and the recognition being given to non-traditional methods of learning.

The public libraries of America, as free access institutions with a demonstrated commitment to the adult reader, should be a natural focus for the non-traditional approach to higher education. There are currently several programs relating to non-traditional education in public libraries which should be of interest to the Commission for evaluation and future planning.

The College Entrance Examination Board has developed CLEP (College Level Examination Program) which is being promoted in several public libraries and the Dallas Public Library has a pilot "Independent Study Project" program with CLEP. The recently established "Office of Library Independent Study and Guidance Projects" jointly sponsored by the Council

on Library Resources, The National Endowment for the Humanities, The Bureau of Libraries and Learning Resources (U.S. Office of Education) and the College Entrance Examination Board, is another development of note. This office will provide help and coordination to public libraries in meeting this trend.

Public Libraries appear to have a great opportunity to meet a vast need in non-traditional study. The full development of public libraries as true Community Learning Centers to parallel the existing higher education structure should be considered and supported by the National Commission on Libraries and Information Science.

January 26, 1973

Edward F. Sintz, Director
Miami-Dade Public Library System

GEORGIA INSTITUTE OF TECHNOLOGY
PRICE GILBERT MEMORIAL LIBRARY
ATLANTA, GEORGIA 30332

January 23, 1973

Testimony on Library and Information Services to the
National Commission on Libraries and Information Science:

Frances E. Kaiser, Head
Department of Library Instruction
Price Gilbert Memorial Library
Georgia Institute of Technology
Atlanta, Georgia 30332

User Instruction in Academic Libraries

An urgent need in all libraries, but especially in academic libraries, is for a comprehensive and dynamic program to instruct the user in the research materials available to him. Traditional orientation classes for incoming freshmen and transfer students are notoriously inadequate and virtually useless.

Ideally, a program of user instruction at the university level should include:

(1) A one-quarter academic course, required of all undergraduate students, covering basic library research tools as well as giving practical workshop experience in using them.

(2) A one-quarter academic course, required of all graduate students, and taught at a more sophisticated intellectual level, to familiarize them with the technique of literature searching and with using the main bibliographic tools in their respective subject disciplines.

(3) A system of short voluntary seminars or lectures, offered to students working on a short-range or specialized project, on the bibliographic tools needed for their immediate project.

(4) The availability of audiovisual media at key locations in the library, for use by students, faculty, and the general public in self-instruction on the more difficult or complex bibliographic tools or subject areas. Similarly, the availability of portable audiovisual media for use in classes outside the library or possibly for home use, to aid in self-instruction.

The Department of Library Instruction at the Georgia Institute of Technology has partially implemented three of these four steps. Academic courses are offered to undergraduate and graduate students, but these courses are elective rather than required. Voluntary seminars or lectures have been implemented in ten of the eighteen degree-granting departments and schools on the campus. However, no audiovisual media are available for self-instruction or classroom use.

User instruction is not merely a localized need of our own library. Its national importance is attested to by the creation in 1971 of the ACRL Committee on Bibliographic Instruction, working with the ERIC Clearinghouse for Library and Information Science, to serve as a clearinghouse for information on instructional programs currently in operation and to evaluate them and determine the need for further research. Its findings will be included in the ERIC Clearinghouse and its publications. The present Chairman of the ACRL Committee is Thomas Kirk, Box E-72, Earlham College, Richmond, Indiana 47374.

What has been said above about user instruction in the academic library is in no way intended to downgrade the importance of such instruction in public, school, and special libraries. It merely recognizes the fact that academic research is more complex, its subject matter more specialized, and its bibliographic tools more numerous and difficult to use than that encountered in the non-academic library.

We call this aspect of library service to the attention of the National Commission on Libraries and Information Science, in that hope that:

(1) It may recommend minimum standards for user instruction as guidelines;

(2) Resulting publicity may encourage academic librarians to pool information on existing programs;

(3) It may recommend ways to secure funds for research on user instruction problems.

GREENVILLE COUNTY LIBRARY
300 College Street
GREENVILLE, SOUTH CAROLINA
29601

January 15, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries
and Information Science
Suite 601 - 1717 K Street, N.W.
Washington, D.C. 20036

My dear Mr. Burkhardt:

Libraries have been a concern of mine for a number of years as I early realized the wonderful opportunities they have for adult education. For this reason I am delighted to be asked to submit a testimony relative to this area of library work.

First I wish to give you my credentials as a source. I always check my sources and author's background before reading.

I am a native Greenvillian, a retired Associate Professor Emeritus of Furman University, our local Baptist College, where I taught sociology for twenty eight years (one course in Community Organization) and was a staff member of an adult Education Experiment co-sponsored by Furman University and the General Education Board (1935-1940). Since my retirement in 1963, I have been employed on a part time basis by the Greenville County Library; first as Adult Education Associate and after the library moved to the new library I resigned, but continued on a more limited time basis to direct the travel lectures and January Sunday afternoon programs. I served one year as State Chairman of National Library Week and had a County Chairman in each of the 46 counties with programs, held one planning meeting in Columbia where the Honorary Chairman, the Governor's wife, who entertained us at a seated luncheon. This employment was the result on my part in organizing the Greenville County Library Friends of the Library. I did this after the shock of learning the small per capita income our library received. I was Chairman of the White House Conference for Children and Youth for Greenville County in 1950 and 1960 and the library was part of the survey. In 1960 the library was supported by 90¢ per capita; <u>now 1972</u> as the result of work done by The Friends of the Library it is $3.38 per capita. The Friends of the Library organization was spearheaded at my suggestion by the Greenville Branch of the American Association of University Women of which I have been President, as well as President of the State Division (I am now an Honorary Life Member). This group gained the interest of

other interested community groups including a number of the power structure and as a result of their arousing public opinion not only has the per capita income been increased, but a beautiful new library has been built with local, state and federal money, and a local Foundation gift of $100,000. This was done entirely by volunteers - no campaign manager. I have always believed the Library to be the people's university as an early library book calls it and the perfect center for all adult education.

When I assumed my strangely titled position at the library I moved quickly with the Librarian to have the board join the Chamber of Commerce (I learned that at a library workshop) and from there won their cooperation in the publication of a number of brochures containing information necessary to the librarians as well as the public at large. I did have a full time secretary and she and I used volunteers to the limit in securing the needed information and in so doing won library friends and new publicity for the library. Enclosed are samples - The Club Directory gave us the most valuable entre to the various interested groups, the Cultural Calender helped us as well as the entertainers and educators. Later the Help for You program list gave us closer relations with the social welfare agencies and led to the Outreach Program for the disadvantaged - just a beginning.

Now the library employs a full-time public relations or Community Relations staff member, chosen from the Professional staff while I keep in touch with my two small programs. The programs continue to grow and interest new publics.

The secret of any program as we all know is in the personell and their appreciation of their community understanding and love of people.

I hope the attached suggestions from a layman will help your commission planning.

Sincerely yours,

Laura S. Ebaugh

Laura S. Ebaugh

LSE/jw

GREENVILLE COUNTY LIBRARY
300 College Street
GREENVILLE, SOUTH CAROLINA
29601

January 15, 1973

TO: Mr. Frederick H. Burkhardt

FROM: Laura Smith Ebaugh

Recommendations and comments in regard to adequacies and deficiencies of current library practices:

1. In my view librarians now serve readers who know what they read and scholars doing research. They care for the books, and other circulation material such as pictures, sculpture, films, records, etc. but few make efforts to reach out and widen the horizons of their patrons by suggesting other choices and further books on the subject. This may be because many professional librarians are strangers to the community in which they serve and seldom makes an effort to learn about it and the various publics they should serve. For this reason, I suggest that library schools broaden their course or courses in Community organization to be given by an expert in the field and have librarians serve at least two weeks in the field in a community centered library, of which there are many (Example - Orlando and Pratt, plus smaller ones). Public relations should also be stressed - Patrons are people with feelings and librarians should understand their publics urban, rural, men, women, old, young, rich, poor, minorities, handicapped such as hearing impaired, blind, etc. Each has a need which a sympathetic librarian can answer. (Remember a Tree Grows in Brooklyn's librarian?) Further the staff of each library should be oriented to the public's needs and the use of volunteers. By the way few librarians seem to wish to worry with volunteers.

2. Services - Library services per se as said above now are excellent in caring for books, cataloging, and distributing books to patrons who know what they wish, but services to the handicapped, deaf, aged, etc. are meager and frequently, I fear, antagonistic or impatient. For this reason special services should be developed with the help of other agencies and volunteers to serve these special publics. A number of these programs are already in existence and every library could develop them and receive financial aid from government agencies. The Greenville library has developed "Outreach" programs with O.E.O. for the underprivileged, a program for the hearing impaired in cooperation with these organizations, the blind in cooperation with a radio station and special workshops have been held for geneologists, flower arrangers, consumer groups, artist and

craftsmen and intellectuals, foreign born citizens and business men. The intellectuals and artists help in giving the programs as volunteers at no cost. These programs are all publicized through the press, radio, television as well as brochures designed by the library artist and distributed to all patrons. (see samples) The major addition to the efficient well-trained librarian in the necessary techniques should be the human touch in their work. Nothing pays like courtesy and love of ones work. Personally as the oldest member of a large library staff each librarian, I hope, is my friend but to my friends some are rather forbidding, because they have no way of knowing they can laugh and not always say you owe a fine! Where is your book? Remember, this is a layman's view - a layman who loves and admires librarians!

Signed Laura S. Ebaugh
Laura S. Ebaugh

Enclosures: 4

ADEQUACIES AND DEFICIENCIES

One of the easiest deficiencies for some libraries to correct is the provision of an information center in the lobby of the library. This center should include information concerning the location of stacks, card catalogs, files, separate resource material, and the check-out desk. With this information, someone who is entering that library for the first time could easily use the library resources.

Another deficiency seems to be the use of closed stacks. Although this plan requires less space and fewer personnel, an open stack system provides the user with certain advantages. The library user who can browse and carefully select his own books from the shelves certainly offsets the time and energy spent by assistant librarians. These assistants must find the books for the user and often return to the shelves those books which the user identifies as inadequate for his use through quickly skimming the pages. Open stacks for browsing also provide the incentive to read and research new and different topics, something that a card catalog does not seem to inspire.

The limited availability of resource materials reserved for-library-use-only create a definite handicap, especially for high school and college students. I feel that a portion of this deficiency could be counteracted with a limited use of free copying material. The minimal cost in providing this free service for a limited amount of resource material pages could more quickly release the resource material for others' use.

Mary Louise Creech

Mary Louise Creech

Student, East Carolina University
Greenville, North Carolina

PATTERNS OF ORGANIZATION

The organization of a state-wide and later a nation-wide library system which would use a standard library card could eliminate several problems for library users in our mobile society. With a standard library card, a book could be checked out and returned to any library in the organization. Libraries receiving books belonging to other libraries would then forward those books by mail or through some other means to the correct library.

Mary Louise Creech

Mary Louise Creech

Beamguard, Elizabeth Parks
Alabama Public Library Service
Manpower, a priority

For: National Commission on Information and Library Sciences

From: Director of a State Agency

January 26, 1973

This statement relating to the Commission's initial goals and priorities is from the point of view of the Alabama Public Library Service, an agency which provides service indirectly to the user. We are in reality a library for libraries, with direct supervisory responsibility for 31 counties with independent, inadequate community libraries.

The role of our Agency differs from that of our sister states only as the legal framework and administrative policies differ to meet the social and economic structure of the state.

Realizing the Commission does not need data readily available from the Census Bureau, that socio-economic profiles of every state are at hand, we see our role to the Commission as the State Advisory Councils for LSCA are to each state. We presume you need to know - What we believe is the greatest, immediate need from our standpoint? So this paper comes to you as a thoughtful observation of conditions as they are, as we see them, and as we believe they could be.

The public libraries' Needs Assessment is attached in chart form, as a succinct portrayal of the immediacy. A simplified overview of our needs to provide reasonably adequate library resources includes:

- a practical approach to system development
- coordination of present library resources
- improved and/or adequate facilities
- resources and/or service for the user with special needs wherever he may be
- a stronger state agency

Undergirding each and every program is personnel - adequate, skilled, trained. It is to this particular area we speak, with justification. We have designed many excellent programs which died aborning for lack of personnel. Many projects in the field dissolved for the same reason. This paper is to portray to the Commission one of Alabama's greatest needs. Adequately, if colloquially expressed by our State Budget Officer, this last October in a planning conference on library development: "You'll have to get the hay down where the calves are, or you'll never sell your program."

So, where is the hayloft; who pitches the hay?

Alabama
Beamguard, Elizabeth Parks

Background

Alabama public libraries contain more than the public is aware of; we give less service than the federal government expects of us. Why? The staff (usually one) of some 67 small rural libraries labor with devotion and dedication. Is dedication the answer? These community librarians are underpaid, even though undertrained, and too often ignored in the competitive world of public awareness, labor markets and urban development. But these represent 32 of Alabama's 67 counties. But then, neither the four urban areas, nor the other 31 counties in Regional programs have enough trained staff.

For us, at the state level, a top priority may well be adequate, trained, skilled manpower. But it is to be understood that such can only be obtained and sustained by:

A Long-Range Plan

training
reasonable pay scale
tenure/certification
programming

Manpower!

To serve To sell To secure

To serve the user
To sell the program
To secure the financial support

Manpower must be paid for. Labor, industry, business knows this well; government knows this, but who will speak for libraries? Who will prove that information is viable, is marketable and is a sound investment?

How does one compete with the current market for skills?

Are not libraries a part of community development, a part of rehabilitation, a part of mental health readjustment centers, a part of child care, adult learning and the Right to Read?

But still, in 1973, we have to prove this! And prove the institution's worth, if public funds are to be available. We will be effective only when libraries can make information (in whatever form) available (on location or through planned coordination) to the citizen.

To meet the needs of the user means skilled personnel. We belabor the point: Presently, in our state, rural Alabama is giving way to a fast-paced industrial climate. What our community librarians have given, communities took for granted - too often for free - with

little or no recognition of an obligation. For instance, many successful men with community influence speak with nostalgic affection and respect of the beloved person who kept the library: "A wonderful thing for me, that library, when I was a child."

But now, in their everydayness, what is the library? This is of grave consideration. Where, today, does that man turn for information? Who answers his questions? Will the public library, as we know it, survive? Should it? We have many answers, but someone has changed the questions. Dedication is not enough. Free labor, personal income spent on operation may well have been inevitable strangulation. When this generation, the last of its kind, retire from their posts, who will replace them? And what salary in today's market place must be paid? The state and community leaders who read as children, where now do they turn for the answers?

A community today has a new, sharp demanding need for informational service. Does it really matter where it comes from? Except for those who keep the libraries, who really cares from whence came the answer - but it better be quick and correct. The city manager, the secretary, the industrialist, the housewife can't wait long - no; nor the senior citizen. "If it is not on hand, how soon can you get it?" The answer's the thing.

State agencies in Alabama have a record of cooperation. Cooperation will need to seep all the way down to the community. One needs to forget that "grandmother started this library, and auntie has kept it all these years." Is it worth "keeping?" Will or can communities pool resources and secure the support which will provide adequate, skilled manpower to maintain and interpret the resources? Call it what you will, but let it be worth its "being."

The raison d'etre is the USER, wherever he may be. Do we need more resources at the moment, or do we need what we have located, coordinated and interpreted to those users? The key is personnel. This means at every level; the community, the metro, the state, the national level. Resources? How many pockets of special information funded by federal grants lie, unused, even unknown? The tax dollar paid for projects and research - we feel strongly about the results of these projects. Where are the levels of coordination promised so grandly some 10 years ago? Information for every citizen! Today we need the means, the manpower to bring this information to the layman's doorstep.

What good are resources if we do not use them; what good is computerization if information cannot be distributed and interpreted? A chemical company in southwest Alabama has as great a need as International Paper, with its office a stone's throw from one of our largest reference centers.

A Revere copper plant is in rural Jackson County; we know their many special and general needs. We even know some of the answers. Certainly, we have a plan - on paper. We need personnel to support all facets of the plan.

Library Manpower today in Alabama

Of Alabama's 744 public library staff, only 27 have Masters degrees in library science; 53 additional staff have Bachelors degrees with some library science. Of the remaining 664, 226 have Bachelors degrees with no library science courses, 199 have two years (or less) of college training, and 239 have a high school diploma (or less) of formal training. While the lack of formal training is a bleak picture indeed, it is brightened at present by the many self-educated individuals who have learned on the job and whose dedication and unselfish work "beyond the job" provide a higher quality of service than their formal training would logically indicate. But...the lack of knowledge of library techniques prevents interpretation of the library's resources; lack of academic training produces an ignorance of books and related library resources; relatively brief hours in the library each week relegates library jobs to a secondary (or less) status; low salaries and lack of fringe benefits provide no incentive for better work.

Thus many resources are presently untapped. Various valuable collections are dormant, due to the lack of skill or knowledge or aptitude on the part of the community librarian as to how to use the material, how to relate it to community needs - and certainly where to turn for other resources in the state. Why would the businessman, industrialist, the student return again and again to find no answer, no assurance that the information will be acquired or be valid.

The 31 counties with independent libraries have only community librarians, most of whom are at that age one considers retirement; but even if they were not retiring, the limitation in skills and in training preclude reasonable adequacy in the interpretation of library materials. Who will replace these dedicated community servants?

Libraries need management, yes: But desperately we need the basic skills of adequate librarianship. And a sound, basic education, is a must if libraries are to survive. Continuing education of the trained is just as vital to insure that a state's library program does not become stereo-typed, minimal and provincial. State leadership demands that librarians at every level be kept informed, offered in-service training and experience in new techniques. There needs to be a working knowledge of the social and political issues of cultural and economic changes within the community, within the region. Library administrators should be provided the opportunity to attend seminars, institutes, etc., in other parts of the nation, to make professional visits to singular and outstanding programs that could be replicated where desirable.

The State Agency must participate in, as well as be an exponent of, a program to achieve certification for librarians, perhaps using the Career Ladder concept; the Agency must work closely with Alabama Graduate School of Library Service. Also, to help develop ways to reach prospective librarians, particularly in the field of service to the patron with special needs.

What are we doing?

The primary responsibility of APLS is an exact parallel for Alabama of the Commission's responsibility for the nation; that is, planning to provide library and information services adequate to meet the needs of the people of Alabama. Basically this responsibility deals with public library development, but no wise planning can develop apart from the development of other types of libraries, the political climate, and the needs of users and potential users.

By means of conferences, workshops, meetings with government officials and citizens' groups, the state agency has attempted to analyze the present situation as to needs and resources, and to stimulate both the use of such resources and to upgrade the quality and quantity of those resources. These attempts are concerned with total utilization and with the recognition of potential needs and uses.

In 1969 APLS sponsored a Governor's Conference using the theme "Alabama Libraries, the Community's Resource" which had these five purposes:

> To arouse public interest and support for library development by coordinating all planning, publicity, program and follow-up activities. Good library service is a necessity today, not a luxury.
>
> To convince community leaders that library service IS truly a necessity, and improvements CAN and SHOULD be so planned.
>
> To convince leaders in industry, business and economic development of the necessity for effective planning and support of a program for library service in Alabama.
>
> To create a climate of acceptance and a desire for development of the LIBRARY POTENTIAL.
>
> To gain the cooperation and participation of community leaders in planning; to convince them of the necessity of action within their sphere of influence and activity; to encourage them to initiate public awareness of libraries as a community resource when they return home.

The interest in, and concern for, library development stimulated by the Conference was tremendous but little progress has yet been made to overcome the difficulties discussed there. The positive response is reflected in increased local use and support but the state agency is still the primary - and in many cases the only - force seeking to encourage library development in areas currently operating independent and inadequate libraries.

However, the interest evidenced in the Governor's Conference among library and political leaders continues and has led, in 1972-73, to a contract with Battelle Laboratories of Columbus, Ohio, for a study of Alabama libraries from which we expect to have a Master Plan with strong recommendations for orderly and continuous development. From the preliminary report on public libraries:

"Four major recommendations to expand and develop quality information and library services in Alabama are listed below. The basis of these recommendations is the changing economic conditions of the state in the 70's.

1. Increase in state appropriations for library and information services.

2. Provide new facilities in the State Capitol Complex to house the state's information and library service agencies.

3. Identify and coordinate statewide information and library services by the State Library Agency to provide maximum service for the user.

4. Develop library systems or regions to permit total participation by all counties of the state. New regions or systems should lead ultimately to boundaries of sub-state planning districts as defined in Executive Order No. 15.

A program implementing these recommendations is vital because existing libraries do not adequately meet the needs of the users. Alabama Standards for Alabama Public Libraries, or nationally established standards for library and information services. Alabama today is in need of and is ready for wise use of information resources. For wise decisions in the areas of social and economic planning, government reorganization and improved standards of living for all Alabamains, it is necessary that the state have a well informed citizenry."*

Goals and Objectives of the Long-Range Program

The summary of Goals and Objectives gives a clear picture of public library development in Alabama and of the plans for continued progress.

* (See Priority One included with this memo.)

Concurrently, the Agency has continued the practice of the past ten years in assessing needs and planning ways to meet those needs. The requirement of Library Services and Construction Act for a long-range plan in no way changed the procedure used here. However, we do now have a formal document which, although subject to constant revision, does set forth specifically the objectives, present status, the standard for each activity, the needs and problems, and the planned action.

1. Strengthen the State Agency: To fulfill its responsibilities and exercise the necessary leadership in statewide public library development.

   To design a comprehensive statewide planning program.
   To enhance the staff development program of the State's Agency.
   To improve and expand the State Agency headquarter's collections to support reference and reader advisory needs of libraries and to meet the needs of other state departments and offices.

2. System Development: To make every locality within the state part of a coordinated library so that every citizen has access to the total library resources of the state.

   To extend and/or improve library service in Alabama.
   To attempt to establish public library service in the single county where currently there is no service.
   To expand single and multi-county systems to permit total participation of all counties to lead ultimately to system boundaries approaching those of the Alabama Development Office Sub-districts.
   Alternative: To combine existing single county and multi-county systems as well as adjacent counties not in systems, to form larger regions.
   To develop a special project in the form of a demonstration of a new system, coordinating library services in a geographic area.

3. Service to the Blind and Physically Handicapped: To assist in extending and improving library service to the blind and physically handicapped to meet their particular needs.

4. Service to the Institutionalized: To cooperate with state and locally supported institutions to assist them in the development of library service within that institution's program for treatment and rehabilitation.

5. Service to the Disadvantaged: To establish, extend and improve

library service to the disadvantaged in urban and rural areas.

To carry on existing special programs of service to the disadvantaged and initiate programs of suitable service to the areas of regional and national priorities.

To disseminate information and/or provide workshops on serving the disadvantaged so that our librarians, trustees and Friends of the Library will more clearly see the need and value of their service and assist in improving it.

6. Developmental Services: To provide equitable and efficient assistance to public libraries.

To provide assistance in technical processes.
To provide incentive and assistance in upgrading facilities of libraries not qualifying for construction grants.
To make it possible for libraries to meet regional and national priorities by supplementing local funds.
To provide an In-WATS service.
To assist the Alabama Library Association to accelerate its plan to expand the program interpretation of Alabama's libraries, their services and their needs.
To analyze and evaluate present bookmobile service.

7. Library Education: To provide public librarians in Alabama with a quality education at the professional and supportive level that will prepare them to perform their duties in such a manner as to meet the highest established professional standards for librarianship.

To provide librarians with training in management, administration, service to special groups and to the institutionalized.

This entire statement is predicated on personnel and the supportive items of a plan/program.

8. Construction: To provide for all public libraries, buildings which are adequate, efficient, accessible to all (including the physically handicapped) designed for modern library services and architecturally an interpretation of today's library concept.

9. Interlibrary Cooperation: To prepare and implement a comprehensive plan for developing, coordinating, maintaining and improving the total library and information service of the state for all users.

Alabama
Beamguard, Elizabeth Parks

To develop and implement a program of planned communication.
To provide access to state documents.
To secure through legislation an Interstate Library Compact.
To utilize existing resources through cooperation with other state departments such as:

Alabama Commission on Aging
State Department of Pensions and Security
Alabama League of Municipalities
Right to Read
Division of Adult Basic Education
Alabama Development Office

Alabama must implement the Long-Range Program if ever we are to approach adequacy. This means training, skilled, adequate manpower; this means salaries - this means a supportive budget.

For instance, the goal for System Development: There are 35 counties presently in systems of questionable adequacy; for the 32, the State Agency proposes area development through demonstrations or expansion of existing systems, with incentive grants from state and federal funds. It will take several years, with careful area supervision, to overcome the hinderancies of a low tax base, the high percentage of the disadvantaged and functionally illiterate. There is a limited collection - it sits relatively unused. Proper personnel needs to take the books and pictures and films to the people, to relate the collection to their Adult Basic Education classes, the child care, to their everyday life.

It's grand and noble to speak of "Outreach," the storefront library, the book buggy, the media van, and the right to read; but "who shall we send - who will go for us!" If suitable staff were possible, we could guide the rural, single counties to become a part of the state's system, and a part of a network of information. In 1972-73, into even the poorest county has come industry, such as Mcmillan-Boedell to Wilcox County. Boedell expects the State Agency to do something about a library; they are accustomed to trained manpower.

Our hope for Personnel based upon the State Agency's Long-Range Program:

I. A Plan for Personnel Development
   - Adequate salaries
   - Job descriptions
   - A job to do

II. A State Budget to Provide
   - The Agency's operation
   - State Aid based on effort-ability index

III. A Plan for System Development

Each approach requires professional skill in planning and in implementation.

The ultimate objective is adequate service for the user. It will require local funding (supplemented by State Aid) and coordination of all library and information services within the area - connected, of course, to the state's system of information service, wherever it may-be, and whatever it may be called. The point is that it be and that it be called on.

We repeat: Alabama must implement the Long-Range Program if ever we are to approach adequacy. This means training, skilled, adequate manpower; this means salaries - this means a supportive budget.

Assessment of Alabama's Public Library Needs:

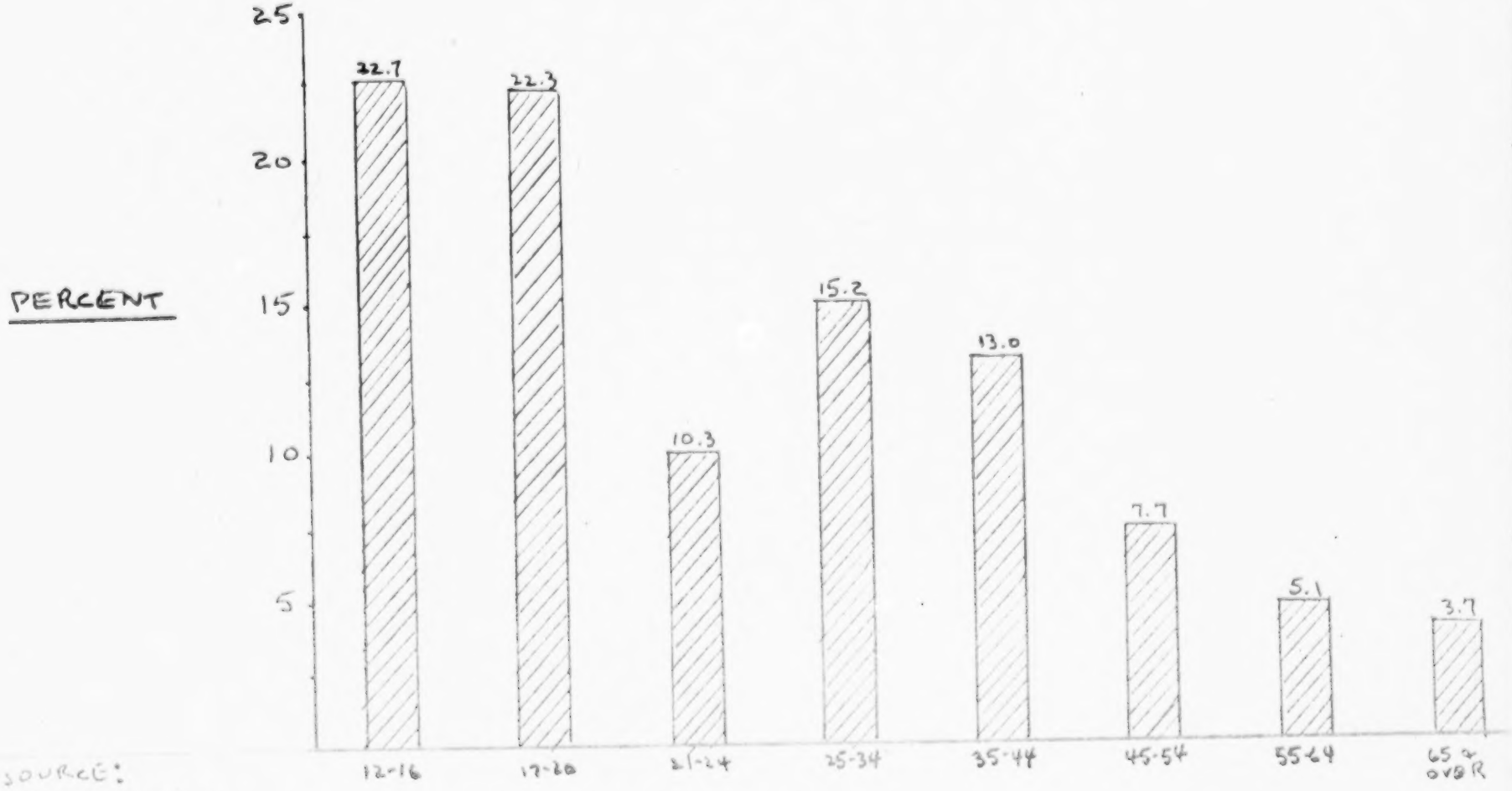
Category of Needs	Present Status	ALA Standards*	Alabama's Needs	Estimated Cost	Percent of LSCA Contribution
• Personnel (estimated)	306 professional and sub-professional librarians 438 non-professional staff members in 20 systems and 67 libraries not in systems	1 professional librarian for each 2,000 people in the service area 2/3 of the staff of a library can be non-professional	416 additional professional and sub-professional librarians 328 non-professional staff members	722 at average salary of $9,500 equals $6,859,000 766 at average salary of $5,000 equals $3,830,000	65% 65%
• Training (estimated)	239 personnel with high school education or less 199 up to 2 years of college 226 bachelor's degrees (no library science courses) 53 bachelor's degrees (in library science courses) 27 master's degrees (in library science	There must be at least 1 professional staff member in each library system for: administration organization and control of materials selection, information and advisory service for adults selection, information and advisory service for young adults selection, information and advisory service for children extension services The remainder of the staff may be non-professional	644 professional and sub-professional librarians must be trained or retrained to fill the various positions required by ALA Minimum Standards based on Objective I-B-3 which would align the state into 12 systems according to the present status of the ADO districts.	644 at average cost of $500 equals $322,000	65%
• Books	Alabama has 3,682,154 books for a total population of 3,444,165	2-4 volumes per capita	Alabama needs 6,650,341 books based on an average of 3 volumes per capita.	$88,117,018	65%

Assessment of Alabama's Public Library Needs:

Category of Needs	Present Status	ALA Standards	Alabama's Needs	Estimated Cost	Percent of LSCA Contribution
Financing of Services	Alabama expends $1.37 per capita or $6,338,357 annually.	Quality library service will be provided...and appropriately funded.	Alabama can realistically hope to reach $3.00 per capita by FY77.	1975 - $6,888,330 1977 - 10,332,495	65%
Facilities (estimated)	Alabama has built or reconstructed approximately 100 buildings since 1965. Of the existing libraries, 51 need to be enlarged, remodeled or replaced. 5 systems need headquarters buildings. Headquarters building for the State Agency.	The headquarters building of a library system should be located and designed to provide maximum accessibility and space for the full range of library service needed by the area served. The community library should be located to stimulate extensive use, and should provide inviting, comfortable space and efficient facilities to serve as a library center for its area.	The first need is to produce a long-range plan for buildings and facilities. 5 headquarters buildings 1 State Agency building 1 Regional Library for the Blind and Physically Handicapped.	$2,000,000 1,500,000 500,000 $4,000,000	60%

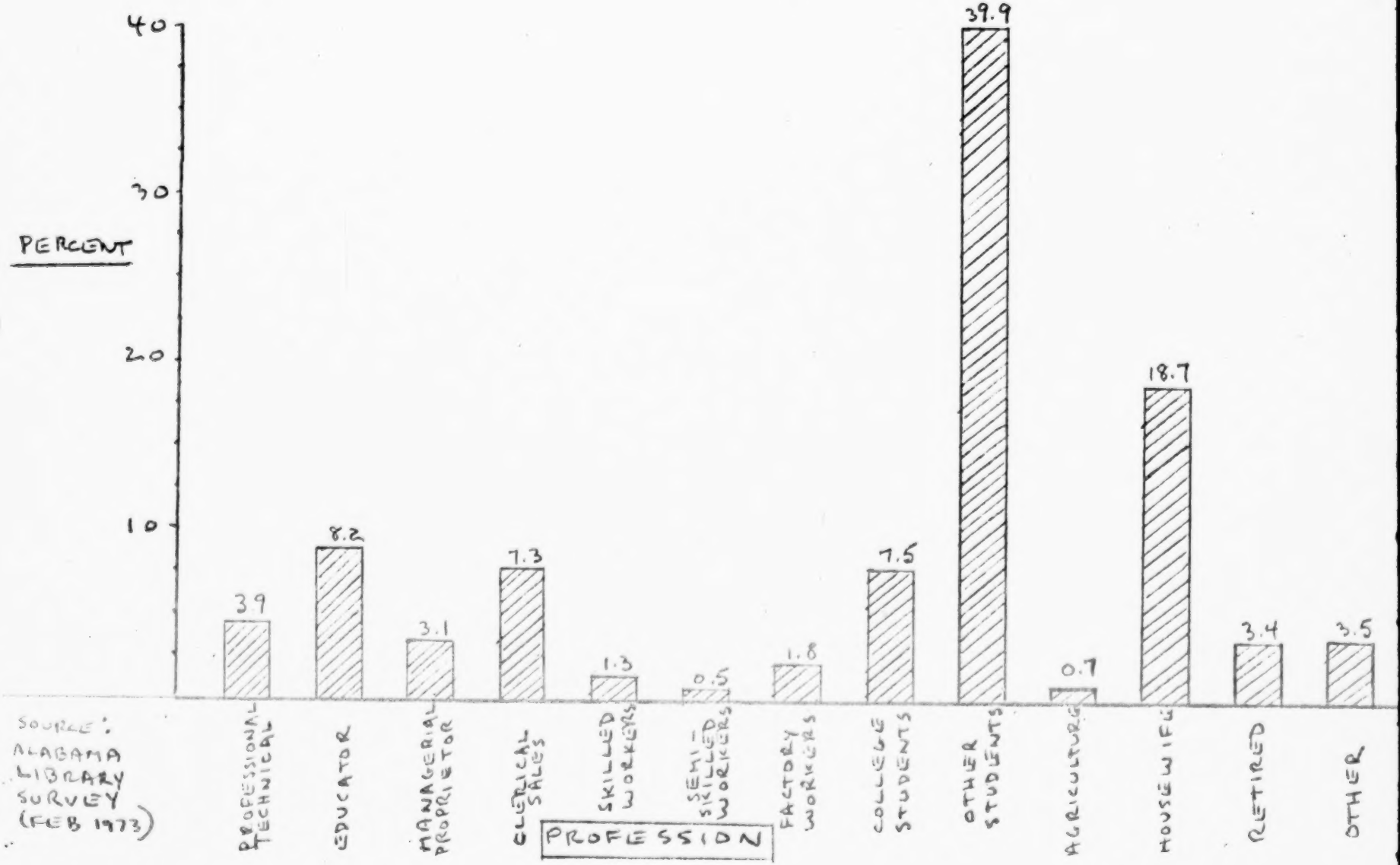
CHARACTERISTICS OF LIBRARY USERS IN ALABAMA (1972)

PERCENT OF USERS BY AGE



SOURCE:
ALABAMA LIBRARY SURVEY (FEB 1973)

CHARACTERISTICS OF LIBRARY USERS IN ALABAMA (1972)
PERCENT OF USERS BY PROFESSION



SOURCE: ALABAMA LIBRARY SURVEY (FEB 1973)

PRIORITY ONE

ALABAMA'S
LIBRARY and INFORMATION NEEDS for the 70's

STATE OF ALABAMA

George C. Wallace, Governor

Alabama Public Library Service Executive Board

Mr. Robert Denham, Chairman
Decatur, Alabama

Mrs. Karl Harrison, Vice-Chairman
Columbiana, Alabama

Mrs. T. C. Crain
Guntersville, Alabama

Mr. Parnell Lewis
Dothan, Alabama

Mr. James E. Daniel
Clayton, Alabama

* * * *

Mrs. Elizabeth Parks Beamguard
Director, Alabama Public Library Service
Montgomery, Alabama

* * * *

Former Executive Board Members Serving
on Study Committee

Mrs. Bernice Youngblood, 1956-1964
Mr. Jerome Levy, 1959-1971

Additional copies are available free in limited numbers. Write to Mrs. Elizabeth Parks Beamguard, Director, Alabama Public Library Service at 155 Administrative Building, Montgomery, Alabama 36104

FOREWORD

Many individuals have been involved in the plans to conduct a statewide study of Alabama's libraries to determine what resources exist, to assess the needs and to produce a master plan for development of library and information service for the state.

As early as 1960 the director of the Alabama Public Library Service proposed to the Executive Board a study of Alabama libraries for long range planning. This proposal was approved but was deferred when more pressing needs for the funds became apparent. In 1965 the President of the Alabama Library Association appointed a committee to plan for such a study. The committee met on November 18, 1966 in Tuscaloosa. This special Ad Hoc Committee met with members of the Council of the Alabama Library Association and the Advisory Council for Titles III and IV of the Library Services and Construction Act. Miss Shirley Brother, Library Services Program Officer, U.S. Office of Education, encouraged the study. In its final meeting the Ad Hoc Committee recommended that the Alabama Library Association cosponsor a professional study of Alabama libraries with the Executive Board of the Alabama Public Library Service.

In October 1969, the State Library Association and the Alabama Public Library Service sponsored the first Governor's Conference on Alabama Libraries, which made a strong recommendation for a study of Alabama's library resources.

The results of ten years of thinking and planning resulted in a proposal to the Alabama Library Association that a study be conducted in federal year 1971 to be funded with Library Services and Construction Act money. Proposals were invited from a number of reputable organizations and individuals in April of 1971. On December 1, 1971 the contract was awarded to Battelle's Columbus Laboratories of Columbus, Ohio.

Librarians from all types of libraries have been involved in the activities and planning of the State Public Library Agency and its Executive Board. The following individuals served on the committees of the State Library Association, the Ad-Hoc Committeee, the LSCA Advisory Council and the State Public Library Agency:

Acker, Joe
Agnew, Nancy
Baker, Edward D.
Barksdale, Robbie
Beamguard, Elizabeth Parks
Blackshear, Martha Jule
Blasick, Henry J.
Bronson, John
Brother, Shirley
Brown, Sarah C.
Cantrell, Clyde
Connell, Leigh
Covey, Richard
Cummings, Mozelle
Doughtie, Alice
Dowdy, Richard
Dumas, Lawrence
Elliott, Carl
Fite, Bethel
Foster, Pauline
Gerber, Ted
Gonce, Nancy
Hadley, J. H.
Howard, Milo
Jackson, Joseph
Johnson, George
Lane, Robert
Leonard, Cecile
Love, Wayne
McCanless, Christel
Millican, Alta
Moore, Henry D.
Moore, Woody
Moore, Patricia A.
Mosely, Barbara
Oltman, Florine
Pepper, Ruth
Propst, Esther
Ramer, James D.
Ramsay, Richardena
Ray, Guy
Register, Larry
Rogers, John
Sasser, Bessie
Schalau, Robert
Schenk, Gretchen
Scott, Howard
Smith, Mildred
Spence, Paul
Stone, Ernest
Terrill, Mary Ella
Thornley, Fant
Volker, Joseph
Waldrop, Ruth
Watson, Elbert
Zietz, Bob

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PRIORITY ONE

ALABAMA'S LIBRARY AND INFORMATION NEEDS FOR THE 70'S

INTRODUCTION

Alabama has experienced dramatic change during the past ten years. This change has affected education, occupations, and industries. Some examples are:

- In education: a 50 percent increase in the number of college graduates and a 35 percent increase of those completing one to three years of college.
- In occupations: a 172 percent increase of those employed in professional and technical fields; a 138 percent increase in white collar workers; and a 33 percent increase among craftsmen and skilled workers. Per capita income is up 92 percent since 1960.
- In industries: a 55 percent decrease in agricultural and a 21 percent increase in manufacturing industries. The top manufacturing industries are:

1. Primary metals
2. Apparel
3. Textiles
4. Furniture, lumber and wood
5. Food products
6. Transportation equipment
7. Fabricated metals
8. Paper and allied products

In spite of heavy outmigration of young people from the state during the 1960's, there are 151,248 more people between the ages of 15 and 29 than there were in 1960. There has been a similar increase of those 65 years and older.

These changes have a tremendous impact on the type of library service required for the Alabama of the 70's. The libraries must be ready to serve a better educated population whose interests are more sophisticated. Library service must be improved in quality and expanded to meet these informational needs.

Across the nation, libraries of all types face critical problems in coping with the flood of published documents and other informational materials while trying to handle inflationary costs of library acquisitions and personnel. Alabama shares these critical problems. Users are placing more requests for service and materials on libraries throughout Alabama. They need reliable information for sound decision making in government, education, business and industry, social service and homemaking. To provide this information ways must be found to share library resources and to make them available to all Alabamians.

Merely adding books and periodicals on a library-by-library or county-by-county basis will not solve Alabama's library problems. It will help to alleviate the existing situation in which more than 500,000 Alabamians have no library service, but in the long run all counties should become part of a statewide library and information system.

Development of library systems will improve the quality of service and make more information available to all citizens. A state financial aid program is imperative if the Alabama Public Library Service is to meet this goal of equal access to essential library and information services for every Alabamian.

Today in Alabama much information needed by library users is not in books, but is available only in specialized periodicals, bulletins, reports and other nonprint sources. While the total information resources available to Alabama library users may seem impressive, in reality most of these resources are located in only a few major libraries in the state. Hence, it is apparent that not everyone has equal access to information services.

Every state has an obligation to provide first rate information services. For Alabama a first step in doing this is a master plan utilizing a time-phased program which would bring Alabama library services up to state standards(1) of $2.00 per capita within a ten year period.

As part of this statewide study of Alabama libraries, a *Master Plan for the Development of Library and Information Services for Alabama* has been developed. It will be available from the Alabama Public Library Service.

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(1) *Alabama Standards for Alabama Public Libraries,* Alabama Library Association, 1966, p. 6.

CRITICAL NEEDS

- The most critical need of Alabama's information and public library services is for additional funds from the state.

  The State Agency's operation should be funded by the state, thus permitting stability of operation and continuity for planning. Dependence on fluctuating federal funds is a severe handicap to the Agency's program of service.

- Funds for developmental programs to local, qualifying libraries should also be included in the State Agency's budget. To provide a minimum program of library service will require not less than 25¢ per capita appropriated by the State Legislature during each year of the 1973-1975 Biennium.

- The Alabama Public Library Service is in great need of new facilities so that its programs and activities can be efficiently housed in one location.

CURRENT FUNDING LOWEST IN THE SOUTHEAST

Today Alabama's appropriation for information and public library services is the lowest in the Southeast. This critical situation is depicted in Figure 1 and Table 1 below:

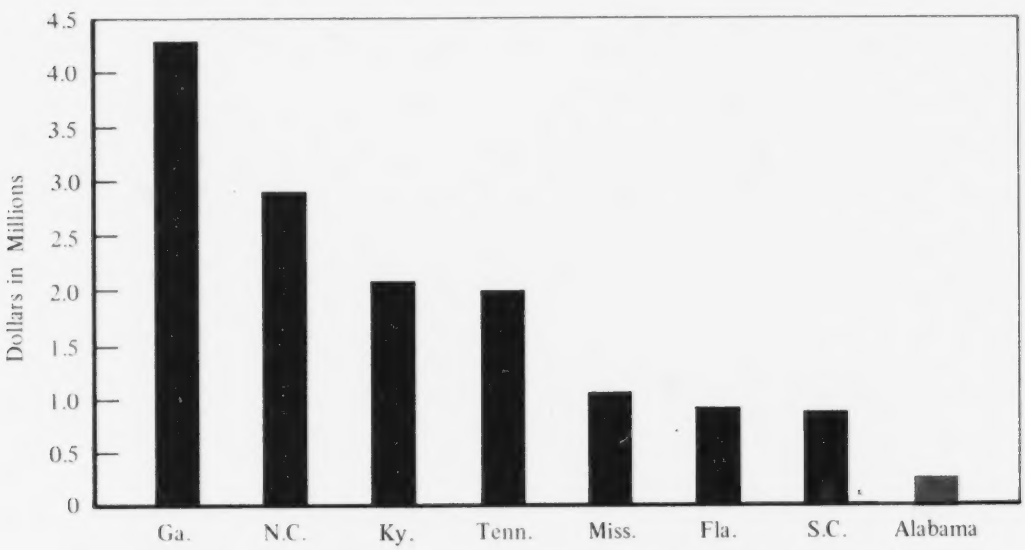

Figure 1. Comparison of State Appropriations for Public Library Services in the Southeastern U. S. (1972)

Table 1. State Support of Public Library Services in the Southeast

State	Population	Current Budget from State
Ga.	4,589,575	$4,274,206
N.C.	5,082,059	2,905,854
Ky	3,219,311	2,075,660
Tenn.	3,924,164	2,009,800
Miss.	2,216,912	1,030,378
Fla.	6,789,443	913,174
S.C.	2,590,516	860,129
Ala.	*3,444,165*	*247,250*

This lack of sufficient funds from the state has meant substandard information and library services over the entire state of Alabama, and has forced the State Agency to provide only the minimum of services which it should provide. The State Library Agency also has the smallest staff with which to do its job than any state library agency in the southeast as shown below:

Table 2. Staff Size of State Library Agencies in the Southeast (1972)

State	No. of Professional Librarians	Supporting Staff	Total Staff
Ky	39	89	128
N.C.	31	62	93
Tenn.	20	65	85
Miss.	22	46	68
Ga.	18	39	57
Fla.	18	31	49
S.C.	16	18	34
Ala.	*10*	*18*	*28*

New Facilities Required

The present housing of the State Public Library Agency located in cramped facilities and in two separate buildings several blocks apart is totally inadequate for meeting the services it must perform.

The Alabama Public Library Service should be included in the planning for building in the State Capitol Complex and be a part of the Master Plan of the State Building Commission. This recommendation is supported by *Standards for Library Functions at the State Level.* Standard No. 71 is quoted below:

> *"The Program of Library Service Determines the Physical Facilities.*
>
> Planning or remodeling a library building, from its inception to its completion, should be undertaken by a team of experts. The team should include the governmental authority responsible for its construction, the librarian, the architect, and a library building consultant. Planning must start with a careful study of the needs and objectives of the library service program, a review of materials about library buildings and the planning of library buildings, and visits to existing libraries. The study should be followed by a written building program statement, prepared in consultation with staff members."(1)

(1) *Standards for Library Functions at the State Level,* American Association of State Libraries and the American Library Association, Chicago, 1970, p. 31.

MAJOR RECOMMENDATIONS

Four major recommendations to expand and develop quality information and library services in Alabama are listed below. The basis of these recommendations is the changing economic conditions of the state in the 70's.

1. **Increase in state appropriations for library and information services.**

2. **Provide new facilities in the State Capitol Complex to house the state's information and library service agencies.**

3. **Identify and coordinate statewide information and library services by the State Library Agency to provide maximum service for the user.**

4. **Develop library systems or regions to permit total participation by all counties of the state. New regions or systems should lead ultimately to boundaries of substate planning districts as defined in Executive Order No. 15.**

A program implementing these recommendations is vital because existing libraries do not adequately meet the needs of the users, *Alabama Standards for Alabama Public Libraries*, or nationally established standards for library and information services. Alabama today is in need of and is ready for wise use of informational resources. For wise decisions in the areas of social and economic planning, government reorganization and improved standards of living for all Alabamians, it is necessary that the state have a well informed citizenry.

ALABAMA IN THE 70'S

Any proposed library and information services plan must be based on the current economic and population picture of the state.

SLOW POPULATION GROWTH PROJECTED

In developing the master plan an important consideration is the fact that population growth in Alabama is not expected to be significant. By the year 2000, projections indicate that the total population for the state will increase by only 300,000 persons or from 3.4 million to 3.7 million(1). During the past twenty years Alabama has experienced slow population growth because of heavy outmigration from the state. For example, during these two past decades, 600,000 people have left the state, and there has been a lack of people moving to Alabama. Since 1960 the state population has increased by only 5.4 percent which is considerably lower than the national average population growth of 13.3 percent.

Such conditions as a large number of people leaving the state and few moving in usually results from the lack of employment opportunities in the state. By far the largest percentage of those leaving the state fall into the prime working age group and the young.

These general population trends are likely to continue in the future. Population growth will come from white and rural birth rates. Dampening this trend is the outmigration of nonwhites. The nonwhite population in 1970 (910,334) is almost the same as it was in 1910 (909,261). However, during this same period the white population has more than doubled in size: 1,228,832 in 1910 to 2,533,831 in 1970.

Future projections indicate that the state's rural population will continue to decline, or at best stabilize.

The implications of Alabama's stable population growth for library and information services is that the state will not have to plan for large or sudden increases in population. This means the state can concentrate its efforts on improving existing library and information services. This, in turn, will make Alabama more attractive to industries that might move into the state. Likewise, information resources can be made more readily accessible for all Alabamians and at the same time more extensive services for special groups of potential users can be planned. Progress can be made toward providing library services for the first time for the more than 500,000 citizens of the state who currently have none. New emphasis can be placed on the information needs of business and industry and government.

ECONOMIC CHARACTERISTICS OF ALABAMA

Alabama historically has had a concentration of heavy, durable goods manufacturing; but in recent times it has not been expanding its employment opportunities as rapidly as other Southern states. Part of this slow increase is attributable to the stable population and associated stagnation of industry. Another reason stems from the concentration of activity in primary metals which has become a relatively low growth industry along with the associated mining industry.

Except in the Huntsville area, Alabama has not attracted or developed activities that draw on skilled labor, financial capital, and new technologies. Electrical machinery and transportation equipment

(1) Projections of this kind are based upon census data such as characteristics of the population (age, race, and birth rate), and economic data such as occupations and family income. These projections are a best effort to estimate future change. If they prove to be too low or too high, they should be revised.

manufacturing expanded rapidly during the 1960's. Also, public administration, education, retail and wholesale trade have grown. Counterbalancing these growth sectors was a 50 percent reduction in agricultural employment, which is attributable to the outmigration of nonwhites.

Since 1960, the textile and apparel industries have increased by 25 percent and counterbalanced the decrease in employment in the metals and mining industries. These jobs are typically low paying and utilize persons of low skill levels. This testifies to the fact that the textile industry seeks locations where labor is abundant and cheap.

In addition to employment, income is an indicator of economic conditions. Median income per family in 1970 was $7,266 which is relatively low. Further compounding the low aggregate income is the fact that 20.7 percent of Alabama families fall below established poverty limits.

In planning the economic development of the state, planners should give serious consideration to departure from the traditional slow growth industries to the innovative, new technologies and ways to attract them to Alabama. To attract skilled people for such new industries, planners must include those cultural, educational, and recreational facilities which attract these people and keep them in Alabama. Among these facilities are the libraries and information services. Statewide development plans must include improved schools, better library and information services, improved health care delivery systems, and the construction of cultural and recreational facilities.

LIBRARIES, ALABAMA AND THE 70'S

Alabama – what kind of valuable services and information needs can the state's public libraries provide in the future? Certainly the public library must assume a greater responsibility in the community as a resource and service center to those social agencies whose primary job is teaching. In spite of the fact that there has been a 50 percent increase in the number of college graduates in Alabama since 1960, there is an educational gap – many Alabamians are functionally illiterate: they do not read with understanding, thus decreasing their ability to obtain and hold jobs.

The public library is necessary for community development. New industries will locate where there are good schools, libraries, and recreational facilities for their employees. Good public libraries are an investment in the future. Some specific examples of the services they can provide are:

- Rapid delivery of information to the businessman. Good libraries can provide materials and information from their own collections or from other libraries by means of modern communications facilities. For example, if a businessman asked his local public library for an article from the *Wall Street Journal* which the library did not own, the librarian could take his name and address, call a larger library in another town and have a photocopy of the article mailed to the man's office the next day.

- Make available information that is relevant to community needs such as job information, child care, marriage and the family, health care, food and nutrition, budgeting, taxes, drug abuse, and environmental protection.

- Reach the student nonuser through planned involvement of youth volunteers such as Boy and Girl Scouts. Youth volunteers in Alabama are making a valuable contribution in work with special groups such as the blind and physically handicapped and the retarded.

- Serve as a resource center and a participant in the adult basic education program by providing information and coping skills beyond the training period.

COMPREHENSIVE PLAN AND RECOMMENDATIONS

ALABAMA'S LIBRARY AND INFORMATION RESOURCES

The library and information resources of Alabama are varied and widely scattered ranging from the small public library at Bay Minette to the large university libraries at Auburn and Tuscaloosa and the highly technical information center at Redstone Arsenal. There is an urgent need for coordination of resources and a planned practical form of communication for the maximum use of all Alabamians.

TYPES OF INFORMATION RESOURCES

Libraries:

- 152 public libraries of which 90 are members of systems and 62 are independent town libraries
- 53 university and college libraries of which 28 are in four year schools and 25 are in junior colleges
- 1250 public school libraries of which 695 are in elementary schools, 298 in secondary and 257 in combination schools.
- 17 special libraries in businesses and industries
- 8 libraries in state government
- 8 military libraries
- 1 prison library
- 4 libraries in state hospitals

Special Information Services:

- Alabama Development Office
- Redstone Scientific Information Center
- Lister Hill Medical Library
- U. S. Air Force Archives, Maxwell AFB
- Southern Research Institute
- Tennessee Valley Authority, Agricultural Research Library

ALABAMA'S INFORMATION AND LIBRARY SERVICE NEEDS

The library and information resources should be coordinated to provide service so that all state citizens have equal access to them through an efficient method of communication. Some cooperative efforts are already underway, but to be most effective coordination of these activities should be the responsibility of a state agency. The Alabama Public Library Service (APLS) is a service agency created by the Alabama Legislature in 1939. Its functions include providing public library service to all Alabamians, and providing library and information services to the state government and its agencies.

> RECOMMENDATION: **The State Public Library Agency be considered as the official coordinating agency for statewide information services and its name be changed to the Alabama Commission on Information and Library Services.**

This Agency through its Executive Board and director is responsible for long range planning of public library services for the state. Through its Advisory Council, composed of representatives of education, business and government, it is already organized to plan and coordinate statewide development of information services. The public library is the only information agency with responsibility to all citizens.

This recommendation is in keeping with *Standards for Library Functions at the State Level* developed to measure the performance of state public library agencies by the American Association of State Libraries and the American Library Association. Standard No. 59 is quoted below:

> "The state library agency should function as a coordinating and service agency to expedite the cooperative programs of academic, special, school, and public libraries in the same community, region, state and nation; to strengthen the total resources and services available to library users; and to enable library support to achieve maximum benefit through the coordinated effort of participating libraries."(1)

In addition to these activities, this Agency's qualifications as the coordination agency are:

- The Alabama Public Library Service works closely with the Alabama Development Office and the 12 Sub-State Planning and Development Districts and the League of Municipalities to develop long range plans for statewide library service.
- Assistance is given to state departments and other social institutions such as public schools, colleges and universities, correctional institutions, hospitals, welfare agencies, and government to provide and improve library services. It assists local government in planning library service for the community.
- An Executive Board, Advisory Council and director who are knowledgeable of the state's economic and social needs.
- Planning and development activities are already established. In 1972 the Agency drafted a five-year plan for public library development, and has made these planning services available to other agencies and libraries.
- A location in the State Capitol Complex where its services are easily available to decision makers in state government.

(1) *Standards for Library Functions at the State Level,* Chicago, American Association of State Libraries and the American Library Association, 1970, pages 25-28.

FACILITIES OF THE STATE PUBLIC LIBRARY AGENCY

The Alabama Public Library Service, currently located in two buildings in the State Capitol Complex, is in great need of expanded and consolidated space. *The Governor's Cost Control Survey* recognized the cramped and inadequate space for this Agency and recommended relocating it in a single area with adequate facilities.

> RECOMMENDATION: **The State Public Library Agency should be relocated in a new, separate building in the State Capitol Complex constructed principally for information and library services.**

The Alabama Public Library Service owns land in the State Capitol Complex on which should be constructed a new building designed to house not only this Agency but possibly the library resources of other agencies within state government. The informational operations of these agencies would not lose their identities nor governmental structure but could be enhanced by the greater utilization of resources and space and improved delivery of information services to state government. This arrangement would permit legislators, state agency personnel, planners, educators and others to go to one location for the information they need for sound decision making.

This kind of arrangement also provides close contact with library and citizen interests throughout the state and ensures a better program to meet the needs of the Alabamians to be served. *Standards for Library Functions at the State Level* state:

> "Buildings to house state library services should be situated centrally to provide maximum accessibility to all components of state government which they serve."(1)

SPACE REQUIREMENTS FOR THE STATE PUBLIC LIBRARY AGENCY

To provide the full range of services which a state library agency should, the Alabama Public Library Service requires 90,000 to 100,000 square feet of space.

NEED FOR LIBRARY SYSTEMS DEVELOPMENT ON A STATEWIDE BASIS

In accordance with provisions of Public Act 1126, Alabama has divided itself into 12 sub-state regional planning and development districts. These districts provide geographic units for planning services for the people. In order to strengthen these units and provide social and economic services most efficiently state legislation(2) has been enacted requiring system development or regionalization of services within these 12 districts.

> RECOMMENDATION: **Development of library systems or regions to permit total participation by all counties of the state. New regions or systems should lead ultimately to boundaries of sub-state planning districts as defined in Executive Order No. 15.**

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(1) *Standards for Library Functions at the State Level*, Chicago, American Association of State Libraries and the American Library Association, 1970, page 31.

(2) Alabama Law, Act 1126 (Regular Session 1969) and Executive Order No. 15.

The sub-state planning districts can provide valuable assistance to their counties as they plan for library development. Through close working relationships with the State Public Library Agency, these sub-state districts can develop goals for library service to be included in the *Inventory of Goals, Objectives and Priorities for Alabama.*

System development over the entire state would provide better information and library services through cooperation and sharing of resources. Independent units cannot afford to provide adequate library services. Sharing resources provides better service through systems for the same tax dollars.

NEED FOR COOPERATION AMONG VARIOUS TYPES OF LIBRARIES TO MAKE ALL INFORMATION AVAILABLE TO THE PEOPLE EVERYWHERE IN THE STATE

Libraries that cannot fill a user's request for information or materials from their own collections, refer the request to other libraries. Currently the Birmingham-Jefferson County Public Library and the Alabama Public Library Service are the only public libraries in the state that provide this backstop reference and interlibrary loan service to other public libraries.

> RECOMMENDATION: **The State Public Library Agency to continue to work with public, academic and special libraries within the state to locate and identify resources and provide a network of libraries through rapid communications and cooperation.**

Some university and college libraries have organized themselves into cooperative units for sharing resources and producing union lists of magazines so that each knows what the others have. Some have installed rapid communications equipment such as WATS lines and TWX.

A survey of major libraries in Alabama was conducted as part of this study to determine how many would be willing to join a network. In the summer of 1972 there were 12 academic and public libraries in this category. These libraries should continue to explore ways and means of expanding the current cooperative arrangements to provide more extensive and new library services throughout the state.

Alabama has a very good information service in operation at the Lister Hill Medical Library at the University of Alabama Birmingham in which information is provided to physicians by using the computerized information center of the National Library of Medicine in Bethesda, Maryland. Additionally, they provide personal consultation services to the physician in the small communities through their MIST Program.

During 1972-1974 The Southeastern States Cooperative Survey will be conducted. Alabama is a participant in the Survey. Its objectives include measuring growth of library services and resources in the southeast, relating growth to socioeconomic conditions, providing information needed for planning of library development, recommending approaches to increased cooperation in the southeast and establishing priorities for library development in the region. The Survey will have an impact on library development of the entire southeast and provide a base for planning and implementing regional cooperative services across state lines.

BUDGET OF THE STATE PUBLIC LIBRARY AGENCY

The State of Alabama has the responsibility to develop human resources as well as natural resources, to improve living conditions, and to make educational opportunities available to the people. Therefore, the State has an obligation to assume a rightful share of support for the agencies that are instrumental in carrying out these responsibilities.

It is impractical and budgetarily unsound for a state agency with a major function to be almost completely dependent upon fluctuating federal funds. Thus, the State should assume the financial responsibility for the operation of the official state agency for the development of public libraries and information resources for Alabama.

The recommendation for the Agency's operation and developmental program is that the activities and program be economically stabilized with state funds so that the plan of service and the level of performance be of such quality and quantity to meet the accelerating information needs of the citizenry and of government(1).

Currently the dependency of the State Agency upon the Library Services and Construction Act for its program support is obvious: the total state appropriation is only $247,500, of which $111,000 is for state aid. This means that only $136,500 is available for the State Agency's total program of operation (of which $16,654 is rent for quarters in the Administrative Building).

Obviously the state government through its State Public Library Agency cannot carry out its responsibility, much less give professional assistance to 67 counties, on $136,500.

Therefore, the Agency's operation is necessarily augmented from the fluctuating and often diminished federal funds. This is not only unsound for operations and planning, it reduces the degree of assistance to local libraries and of the effectiveness of the State Agency.

The State should also give serious consideration to the purpose and intent of the guidelines of PL 91-600 (Library Services and Construction Act).

The use of these funds for basic operation of the State Public Library Agency is reviewed with some concern in as much as the intention of the Act is the development of programs rather than the subsistence of a state public library agency.

> RECOMMENDATION: **During the 1973-1975 Biennium the Alabama Legislature should appropriate not less than $1,412,000 for information and public library services. Such a budget would include the Agency's operation in the amount of $550,000 and developmental programs, using state aid, in the amount of $862,000 (or the equivalent of 25¢ per capita).**

NEED FOR SUFFICIENT FUNDING OF STATE AID

In 1972 more than 500,000 Alabamians or about 15 percent of the population have no public library service available to them. It is a critical need that the state make funds available to provide this

(1) *Standards for Library Functions at the State Level,* American Association of State Libraries and the American Library Association, Chicago, 1970, 48 pp.
Alabama Standards for Alabama Public Libraries, Alabama Library Association, 1966, 24 pp.

service. Alabama also has a serious problem of illiteracy. Every state has a responsibility to its people to make educational facilities available. The public library has long been the people's university for adults and students pursuing independent study.

Only two counties of the 67 in Alabama meet financial standards as called for in *Alabama Standards for Alabama Public Libraries* by appropriating $2.00 per capita for public library services. This means that 65 counties are financially unable to provide the programs and services their communities need. By national standards, all public libraries in Alabama are substandard. The national standards call for an expenditure of not less than $5.00 per capita.

RECOMMENDATION: **By 1978 in the third Biennium the Alabama Legislature should appropriate sufficient funds to bring all public libraries up to state standards of $2.00 per capita.**

The following maps on pages 15 and 16 show the current local funding by the 67 counties during 1972, and the impact of the recommended financial aid from the state of 25¢ per capita.

NEED FOR QUALIFIED PERSONNEL IN ALABAMA'S LIBRARIES

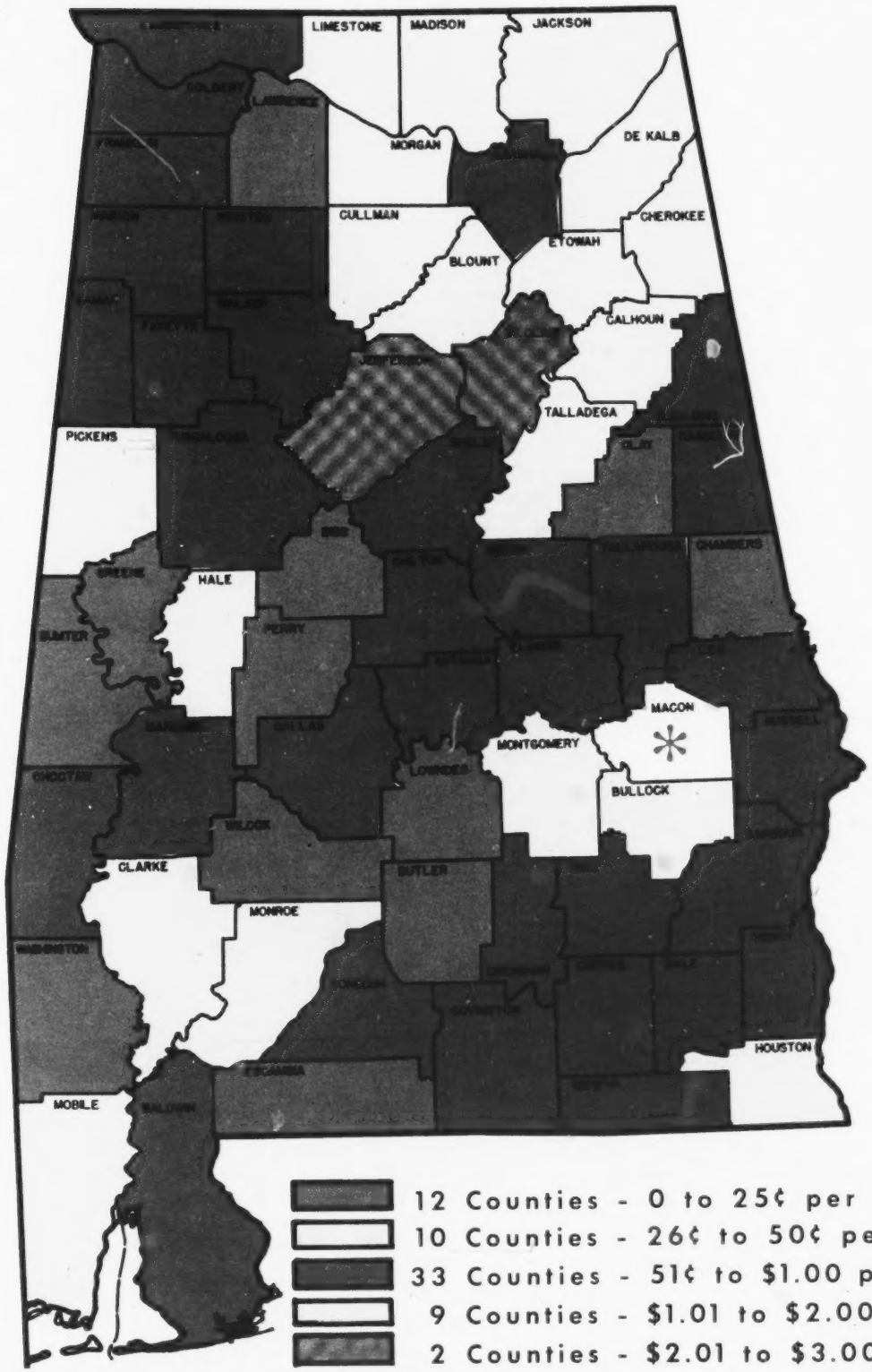
The educational achievement, experience, and salaries of Alabama librarians were studied to determine the present status of manpower and the manpower needs if state and national standards are to be achieved.

Because of the low salaries, lack of retirement and other benefits and poor working conditions, well-trained librarians are not attracted to Alabama's public libraries. As a result those who are employed by the libraries are often untrained. Alabama libraries can no longer afford on-the-job training and work experience instead of professional library training. Only 40 percent of public librarians are college graduates and only 15 percent have degrees in library science. By comparison 95 percent of the certificated public school librarians have college degrees; and approximately 85 percent of the college and university librarians in Alabama have master's degrees and many have faculty status. These groups also receive higher salaries and retirement benefits than the public librarians.

The average salary of Alabama public librarians is $4900 per year. This is substantially below the beginning salary levels for librarians across the country. New graduates of library schools in June 1971 were offered about $8000 per year, while the public libraries in the other southeastern states were offering $8500 to $9000 in job advertisements in 1971. These jobs required library school degrees and offered retirement and other benefits.

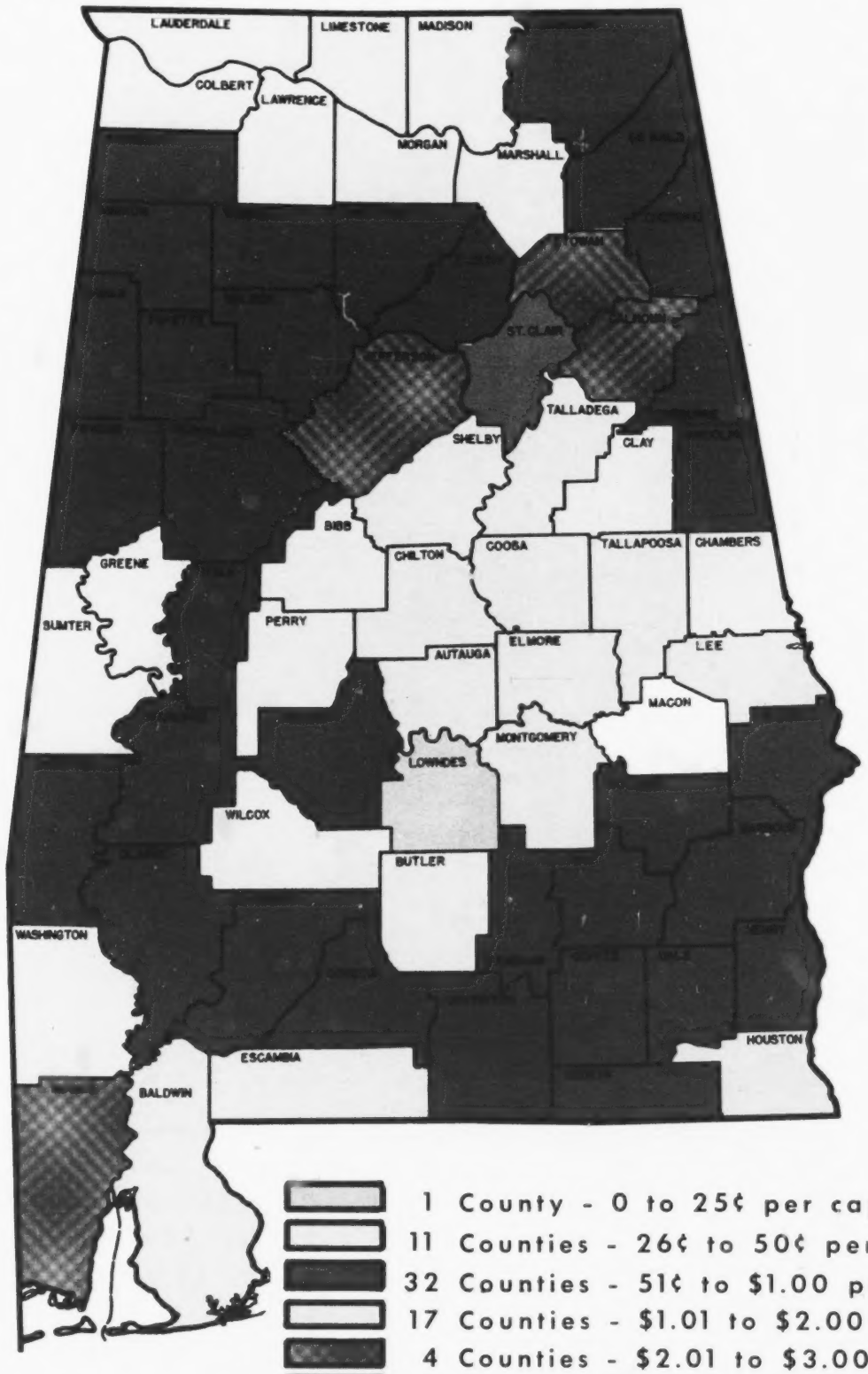
The recent establishment of the Graduate School of Library Service at the University of Alabama and graduate programs in media at Auburn, the University of South Alabama and Alabama A&M University will help to solve the problem of a shortage of trained librarians and media specialists. However, public librarians and public school librarians will not be encouraged to stay in Alabama until salaries and benefits are commensurate with education, experience and responsibility.

Local Financial Support by the 67 Counties of Alabama for Public Library Service in 1972



*Macon county with financial help from the Model Cities Program reactivated a public library program in 1971. No financial statement is available.

The Impact of an Additional 25¢ per Capita on Alabama Public Libraries from Proposed State Financial Aid



1 County - 0 to 25¢ per capita
11 Counties - 26¢ to 50¢ per capita
32 Counties - 51¢ to $1.00 per capita
17 Counties - $1.01 to $2.00 per capita
4 Counties - $2.01 to $3.00 per capita
1 County - $3.01 to $4.00 per capita
1 County - Program reactivated in 1971.
No financial statement available.

ALABAMA PUBLIC SCHOOL LIBRARIES

In October 1972 there were 1376 public schools in Alabama. Of these 1250 had centralized school libraries:

Table 3. Public School Libraries in Alabama – 1972

Enrollment	Number of Schools	Number with Centralized Library
364,061	797 Elementary	695
249,345	298 Secondary	298
153,155	281 Combination	257
766,561	1376	1250

The greatest need for public school libraries in Alabama is in the elementary schools. There are 126 schools or 15.8 percent having no centralized library. There are 486 elementary schools that have centralized libraries but no certificated librarians. Some of these have clerical aides serving either full or part-time. By comparison nearly all of the secondary and combination schools have centralized libraries. It is critical that the young children be encouraged to read, if Alabama is to overcome the problem of illiteracy.

Alabama school libraries employ 800 certificated librarians of whom 209 are elementary school librarians, but 662 schools had no librarians. There is a serious need to continue to upgrade the qualifications of school librarians.

ALABAMA'S COLLEGE AND UNIVERSITY LIBRARIES

In 1972 there were 53 colleges and universities in Alabama, with an enrollment of approximately 97,500 students. These institutions represent one of the state's most valuable assets. Of these colleges and universities, 20 are private and 33 are state supported. The following table depicts the status of the libraries within these institutions:

Table 4. College and University Libraries in Alabama (1971)

Number of Schools		Total Number of Volumes	Total Enrollment	Expenditures 1971	Number of Librarians and Professionals
Public	33	3,130,849	81,040	$6,365,363	190
Private	20	1,157,085	16,460	1,533,135	68
Total	53	4,287,934	97,500	7,898,498	258

Twenty-five of these schools are junior colleges, while 28 are four-year schools. Eighteen have graduate programs, of which 14 have libraries exceeding 100,000 volumes to support these programs. The largest college libraries are at the University of Alabama and at Auburn University. These two libraries exceed 750,000 volumes each.

The most serious library needs are in the junior colleges where 85 percent have collections of less than 30,000 volumes. According to the standards defined by the Association of College and Research Libraries no instructional program can be effective with libraries of fewer than 50,000 volumes(1).

These junior college libraries are valuable educational assets to the community, some of them have opened their doors to the public and have become a community resource. They need to be strengthened.

(1) "Standards for College Libraries", *College and Research Libraries*, July 1959, p. 278.

APPENDIX A

STATISTICS ON ALABAMA COUNTIES INCLUDING LOCAL APPROPRIATIONS FOR PUBLIC LIBRARIES, 1971-72

County or Region	1970 Population	Area (Sq. mi.)	Assessed Valuation	Local Appropriation	Current per Capita	Proposed State Aid(1)
Autauga (See Cahaba)	24,460	599	$32,466,780	$		$ 6,115.00
Baldwin	59,382	1613	79,652,990	59,301.85	.998	14,845.50
Barbour (See Choctawhatchee)	22,543	899	21,335,500			5,635.75
Bibb	13,812	625	13,915,900	755.00	.055	3,453.00
Blount	26,853	640	28,481,670	9,966.07	.371	6,713.25
Bullock	11,824	615	10,562,550	3,265.00	.276	2,956.00
Butler	22,007	773	19,977,870	2,885.18	.131	5,501.75
Calhoun	103,092	610	114,401,315	189,017.51	1.833	25,773.00
Chambers	36,356	598	32,763,455	900.00	.025	9,089.00
Cherokee	15,606	600	20,137,400	4,645.00	.298	3,901.50
Chilton (See Cahaba)	25,180	699	35,195,580			6,295.00
Choctaw	16,589	918	29,244,380	11,293.87	.681	4,147.25
Clarke	26,724	1241	26,872,780	9,277.74	.347	6,681.00
Clay	12,636	603	9,814,425	347.00	.027	3,159.00
Cleburne	10,996	574	12,627,590	6,000.00	.546	2,749.00
Coffee (See Cross Trails)	34,872	677	36,369,690			8,718.00
Colbert (See Muscle Shoals)	49,632	616	89,188,025			12,408.00
Conecuh (See Cross Trails)	15,645	850	14,801,160			3,911.25
Coosa (See Horseshoe Bend)	10,662	648	16,958,110			2,665.50
Covington (See Cross Trails)	34,079	1034	40,303,560			8,519.75
Crenshaw (See Cross Trails)	13,188	611	11,955,750			3,297.00
Cullman	52,445	743	49,432,550	25,117.82	.479	13,111.25
Dale (See Choctawhatchee)	52,938	560	35,454,649			13,234.50
Dallas	55,296	976	70,950,650	37,842.84	.684	13,824.00
DeKalb	41,981	778	27,759,090	15,608.76	.372	10,495.25
Elmore (See Horseshoe Bend)	33,535	628	45,156,790			8,383.75
Escambia	34,906	962	42,470,250	6,611.95	.189	8,726.50
Etowah	94,144	555	129,318,570	168,527.15	1.79	23,536.00
Fayette	16,252	627	16,206,720	8,426.15	.518	4,063.00
Franklin (See Northwest)	23,933	644	26,255,897			5,983.25
Geneva (See Cross Trails)	21,924	578	18,275,280			5,481.00
Greene	10,650	637	25,143,860	1,100.00	.103	2,662.50
Hale	15,888	663	13,225,120	4,454.08	.28	3,972.00
Henry (See Choctawhatchee)	13,254	565	14,528,870			3,313.50
Houston	56,574	578	52,455,120	92,908.02	1.64	14,143.50
Jackson	39,202	1124	38,238,430	17,602.50	.449	9,800.50
Jefferson	644,991	1118	1,444,136,471	1,523,245.99	2.362	161,247.75
Lamar (See Northwest)	14,335	605	15,677,260			3,583.75
Lauderdale (See Muscle Shoals)	68,111	688	70,438,555			17,027.75
Lawrence	27,281	686	20,904,250	1,500.00	.055	6,820 25
Lee (See Horseshoe Bend)	61,268	612	68,288,815			15,317.00
Limestone (See Wheeler Basin)	41,699	545	32,967,850			10,424.75
Lowndes	12,897	716	11,760,387	No public library		3,224.25
Macon	24,841	616	17,208,860			6,210.25
Madison	186,540	803	278,917,110	321,523.68	1.724	46,635.00
Marengo	23,819	977	39,915,760	16,246.15	.682	5,954.75
Marion (See Northwest)	23,788	743	27,406,135			5,947.00

County or Region	1970 Population	Area (Sq. mi.)	Assessed Valuation	Local Appropriation	Current per Capita	Proposed State Aid(1)
Marshall	54,211	571	52,382,210	52,301.06	.965	13,552.75
Mobile	317,308	1242	540,892,000	583,634.96	1.839	79,327.00
Monroe	20,883	1035	26,791,580	7,420.[illegible]	.355	5,220.75
Montgomery	167,790	790	241,941,840	283,171.68	1.688	41,947.50
Morgan (See Wheeler Basin) -	77,306	574	120,061,570			19,326.50
Perry	15,388	734	16,899,060	1,730.00	.11	3,847.00
Pickens	20,326	887	21,270,140	5,623.43	.277	5,081.50
Pike (See Choctawhatchee)	25,038	673	29,248,880			6,259.50
Randolph	18,331	581	19,601,460	9,695.12	.529	4,582.75
Russell	45,394	639	36,898,420	33,173.51	.731	11,348.50
St. Clair	27,956	641	39,390,300	78,051.30	2.792	6,989.00
Shelby	38,037	800	76,678,260	34,597.50	.91	9,509.25
Sumter	16,974	911	23,194,340	3,290.00	.194	4,243.50
Talladega	65,280	750	79,959,740	95,898.07	1.469	16,320.00
Tallapoosa (See Horseshoe Bend)	33,840	711	43,532,540			8,460.00
Tuscaloosa	116,029	1340	158,267,520	85,858.00	.74	29,007.25
Walker (See Carl Elliott)	56,246	809	78,900,960			14,061.50
Washington	16,241	1069	36,765,840	3,614.00	.223	4,060.25
Wilcox	16,303	900	14,115,720	450.00	.028	4,075.75
Winston (See Carl Elliott)	16,654	633	19,312,500			4,163.50
Total	3,444,165			Grand Total		861,041.25
Regional Library Systems						
Cahaba Regional System (Autauga, Chilton)	49,640	1298		49,523.11	.998	12,410.00
Carl Elliott Regional System (Walker, Winston)	72,900	1442		45,997.82	.631	18,225.00
Choctawhatchee Regional System (Barbour, Dale, Henry, Pike)	113,773	2697		76,235.08	.67	28,443.25
Cross Trails Regional System (Coffee, Conecuh, Covington, Crenshaw, Geneva)	119,708	3750		82,249.82	.687	30,927.00
Horseshoe Bend Regional System (Coosa, Elmore, Lee, Tallapoosa)	139,305	2599		108,711.18	.78	34,951.25
Muscle Shoals Regional System (Colbert, Lauderdale)	117,743	1304		112,649.44	.957	29,435.75
Northwest Regional System (Franklin, Lamar, Marion)	62,056	1992		38,167.15	.615	16,764.00
Wheeler Basin Regional System (Limestone, Morgan)	119,005	1119		121,232.53	1.019	29,751.25
						200,907.50(2)

(1) The amount available per county if the State Public Library Agency's budget includes state aid at not less than 25¢ per capita.
(2) Summary of state aid to multi-county systems (included in grand total above).
*Macon County reactivated its library program in 1971 with help from the Model Cities Program. No financial report is available.

APPENDIX B

HOW THE STUDY WAS CONDUCTED

The methodology of this study was developed to insure that the entire information resources and needs of Alabama would be surveyed. It was based upon the following activities:

- Study of the state's population characteristics such as age, sex, employment, distribution, educational achievement, income and race.
- Survey of 1000 users and 1000 nonusers of libraries using an interview/questionnaire technique.
- Survey of the number and location of educational institutions and the status of their library and information services.
- Survey of the number and location of public libraries and information centers, their collections, staff and facilities.
- Study of personnel currently employed in public libraries, public school libraries, and college and university libraries including the availability of manpower, and their educational qualifications.
- Study of the types and location of industries and businesses to assess their potential information needs.
- Interviews with librarians, library Friends and trustees, state and regional planners, elected public officials, educators and representatives of the business community.
- Survey of the state's libraries and information centers to determine their needs and problems.
- Examination of the possible methods of cooperative networks among all types of libraries.
- Study of current legislation affecting information and library service in Alabama and the new legislation required to develop these resources.

The results of these studies and surveys were analyzed and the needs and priorities for information services were identified. The funding requirements and the priorities stated in the *Master Plan for the Development of Library and Information Services for Alabama* are based upon these statewide analyses.

SUMMARY OF THE PLAN FOR ALABAMA'S LIBRARY AND INFORMATION NEEDS FOR THE 70'S

This report is meant to indicate the direction Alabama should take for public library development if it is to meet the state informational needs of the 1970's. It points out a financial responsibility the state can no longer avoid. The plan is grounded in financial reality and hence, is one the state can afford.

It is vital that a plan of this nature is adopted so that the level of library service will not decline and the important goal of equal access to essential information and services for every Alabamian will be met. The necessity of meeting this goal is even more imperative as Alabama enters the transitional 1970's. Alabama is shifting from an agricultural economy to an industrial one. The state's natural resources are being utilized, but unfortunately provision for the social, educational and cultural development of human resources has not kept pace. As the state's economy shifts there must be people available with the necessary skills, education and vocational information to fill these varied and expanding job opportunities. Unless natural and human resources are developed together Alabama will not make the progress the 1970's offer.

Library and informational development is closely associated with the economic development of Alabama. While Alabama has library resources it is also true that the libraries of the state do not meet the needs of their users and certainly not that of future users as the state's economy changes. Every state has an obligation to provide first-rate library and information services for its citizens. But today Alabama's appropriation for information and library services is the least of any Southeastern state. This lack of sufficient funds from the state has meant substandard information and library services over the entire state. With the majority of the library resources located in a few locations only those Alabamians fortunate enough to live near them actually have ready access to the information. More than 500,000 Alabamians have no public library service.

The current situation has produced two critical needs:

- **The operation of the State Public Library Agency should be removed from federal funding and be the financial responsibility of the state; the Agency's budget should also include state aid for local library development.**

- **The Alabama Public Library Service, as a state agency for the coordination of library and information services, is in great need of new facilities so that its programs and activities can be expanded and efficiently housed in one location.**

MAJOR RECOMMENDATIONS

1. **Increase in state appropriations for library and information services.**

2. **Provide new facilities in the State Capitol Complex to house the state's information and library service agencies.**

3. **Identify and coordinate statewide information and library services by the State Library Agency to provide maximum service for the user.**

4. **Develop library systems or regions to permit total participation by all counties of the state. New regions or systems should lead ultimately to boundaries of substate planning districts as defined in Executive Order No. 15.**

The plan proposes a new direction for the State's libraries. It is not a unique direction, but one more in common with those neighboring Southeastern states which now have a statewide plan of financial support.

The proposals of this plan are meant to eliminate or at least drastically reduce many of the problems now facing libraries in trying to meet the ever increasing demands for information and library services by the citizens of Alabama. Without the adoption of a formal development plan, and without the assumption by the State of its basic financial responsibility of this segment of state education – the goal of equal access to essential library information and services for every Alabamian will never be met.

STATEMENT OF MILDRED MASON

I am Mildred Mason, Corporate Librarian for Reynolds Metals Company, Richmond, Virginia. I am concerned about the image of librarians and how this affects librarians being able to better meet the needs of people of the United States for better library and information services.

During the summer of 1972, Nabisco, Inc. chose to run an advertisement in major women's magazines which depicted the typical public characterization of a spinsterish, small-town librarian. The "town librarian" was featured along with other normal looking typical Americans in a somewhat tongue-in-cheek approach to sell snack food under the lead line, "The Nabisco Munch Is On!" The fact that the caption under the librarian read "Mildred Mason Munching" is incidental. I was personally amused at the rare coincidence of my name being used. But as Nabisco was soon to find out, the library world was not amused. With righteous indignation, some New York librarians picketed the cookie company's executive headquarters.

During the subsequent months of editorial comment, I became increasingly aware of how defensive librarians really are about their image. Why is this true? I think librarians are frustrated not because the public holds a bad image of what we are, but because the public does not have any clear image of what we do. A librarian is generally recognized

as any live body who works in a building or a room designated as a library. In fact, any person holding almost any job in a place designated as a library is in many cases called a librarian, regardless of his or her education and experience. The concept may be erroneous, but only the other librarians recognize this fact. So to the public, the librarian is still the little old lady who sits with the books. The toll this image problem takes is twofold: We fail to see our own roles clearly, with resulting waste in the placement of the human resources we already have in the profession; and, we leave untapped a reservoir of human resources which could add bright, productive talent to the ranks of librarianship. To understand this position it is necessary to reevaluate the educational process that makes librarians.

My personal experience has been confined to special libraries. Special libraries serve industry, business, research, educational and technical institutions, government, special departments of public and university libraries, newspapers, museums, and all organizations, both public and private, requiring or providing specialized information. The Special Libraries Association encourages and promotes the utilization of knowledge through the collection, organization, and dissemination of information. This seems to me to be a reasonably workable definition for the function of any library. We want people who can collect, organize and disseminate information.

What kind of people do these things that are done in libraries? How do we distinguish between who can and who can't do these things? A few years back, the members of the Special Libraries Association felt that a move toward professionalization of librarianship was in order and that our membership requirements should be strengthened. After several years of serious consideration, the conclusion was reached by the majority not to raise membership requirements. The reasoning behind this move was that because librarianship is not held to be a profession in the true sense of the word, then true professional standards cannot be enforced. A special librarian, then, is anyone who holds a job in a special library whose education and experience is suited to the particular needs of that job and thereby satisfactory to the employer. It is not, by definition, someone who has been licensed by the state, examined by a governing board, or holds specific recognized degrees in specialized training.

What educational process makes a librarian? Librarians have been conditioned for years to think that the master's degree in library science is the dividing line between the "professional" and the "non-professional." One reason for this is that there doesn't seem to be any other tangible criteria for identifying the difference. Yet our libraries are filled with "professionals" doing clerical work, and "non-professionals" performing high-level jobs. Furthermore, library schools themselves have long been under attack for failing to educate students at a level

comparable to other graduate programs. I think that the nature of the graduate library program and the use of the degree as a principal criteria for the selection of a librarian is a major stumbling block in our present use of human resources and our ability to attract quality people into librarianship.

There is a place for graduate education in librarianship. There are some good schools with fine programs, particularly in law and medical librarianship. But I have never met any librarian who has come out of a library school with the air of confidence, pride, accomplishment, and arrogance, if you wish, that is evident in practically any graduate of medical school, law school, or of our more prestigious business schools. Why can't we develop a few outstanding graduate schools that reject the Mickey Mouse work and the corresponding mentalities and concentrate on truly educating the best minds for the genuinely responsible positions in librarianship?

How are the rest of the librarians going to be trained to collect, organize, and disseminate information? The various ways, all of which have been tried with at least some degree of success, include undergraduate courses, the library technical program, in-service training, and short, practical courses in specific fields.

I would like to encourage the Commission to consider the validity of these programs as a means of upgrading the overall quality of library

manpower now in U. S. libraries and information centers, but even more so as a means of attracting to librarianship the quality manpower that is so urgently needed.

In a recent article in Publishers Weekly[1] dealing with the "information problem," a service called FIND is described as a question-answering service. "The key to the entire service is FIND's ability to get answers faster and more economically than the subscriber's own staff. Apparently FIND can do better than the staffs of some of America's largest corporations," who are included among their clients. Here is an organization that successfully does on a commercial basis what special libraries do (or should do) on a private basis, and public libraries do (or should do) on a free basis. If this concept spreads, many libraries are going to find themselves competing against losing economic odds for their very existence. The interesting thing is that the company "seeks people who have no expertise in information science or similar disciplines for many of its research positions. New employees are trained on the job. Without doubt . . . the best candidates for this type of work are bright generalists. The company has found a large pool of able talent available among liberal arts graduates and salary levels are comparable with those in the publishing industries."

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[1] Paul Doebler, "Seek And Ye Shall FIND," Publishers Weekly, Vol. 202, No. 16, pp. 39-42, October 16, 1972.

Many liberal arts graduates have excellent educations, good subject background, fine minds, but no job skills. Most never consider librarianship or information work as a place where they can put their knowledge to work. If there were a few exciting, well-taught, relevant undergraduate library courses in liberal arts schools, this could offer a new supply of people who would be perfectly capable of holding down many of the reference-oriented jobs in libraries.

The library technician program that is currently offered in some of the community colleges has been hotly discussed. This program certainly must turn out people who can do so much of the necessary clerical work in libraries.

In-service training is essential in most special libraries because of the specialized nature of the institution to which the library belongs. But other large libraries could possibly cooperate by extending their programs to outsiders.

If the Library of Congress would regularly offer a one-week course in cataloging at a basic and advanced level, it could do more for the advancement of good cataloging techniques than all the courses in library school. The American Association of Law Librarians has developed several excellent one-week institutes on specific areas of law librarianship that are taught by outstanding law librarians. This method of education has relevance and should be available on a wider basis to the library population at large.

To sum up my personal feelings on human resources in the library field, I think we are under-educating our leadership people, we are over-educating others, and we are failing to make available programs that are relevant to the work being done. Furthermore, because of the confusion with which we see our own roles and our professional status, we are unable to convince either potential recruits or the public that librarianship is a worthwhile career that should command respect rather than ridicule.